DOCUMENT RESUME

ED 404 983 IR 018 241

TITLE	CNN Newsroom Classroom Guides. January 1-31, 1997.
INSTITUTION	Cable News Network, Atlanta, GA.; Turner Educational Services, Inc., Atlanta, GA.
PUB DATE	Jan 97
NOTE	100p.; There are no guides for January 1-3 and January 20.
AVAILABLE FROM	Turner Media, 1 CNN Center, P.O. Box 105780, Atlanta, GA 30348-5780; electronic version: Gopher:ericir.syr.edu/lesson plans/CNN Newsroom Daily Lesson Plans; URL gopher://ericir.syr.edu:70/11/Lesson/CNN; (videos of broadcasts, $10.95 per episode, specify date).
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS	Cable News Network; *CNN Newsroom

ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of January, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: U.S. House of Representatives prepares for ethics battle, diplomatic immunity, IRA (Irish Republican Army) attack in Belfast, Ireland, Newt Gingrich re-elected Speaker of the U.S. House of Representatives, Boris Yeltsin hospitalized, and two pipe bombs explode in Tel Aviv, Israel (January 6-10); five years after the "Earth Summit," the goals of that meeting have yet to be met, letter bombs are mailed to London and United Nations offices of Al-Hayat, an Arab-language newspaper, Israel and the PLO (Palestine Liberation Organization) reach an agreement on the future of Hebron, a study of latex gloves raises concern in the medical community, and two explosions damage a family planning clinic in Atlanta, Georgia (January 13-17); Bill Clinton sworn in as U.S. President in inaugural ceremonies, U.S. House sanctions Newt Gingrich, Roe v. Wade anniversary rekindles the debate over abortion, space shuttle Atlantis returns to earth, and Madeleine Albright sworn in as Secretary of State (January 20-24); riots in Albania, new leads in Olympic Park bombing, presidential and parliamentary elections held in Chechnya, U.S. President Clinton proposes education aid, Federal Bureau of Investigation cracks down on software piracy, U.S. State Department issues its annual report on the status of worldwide human rights, and U.S. Senate Judiciary Committee approves balanced budget constitutional amendment (January 27-31). (SWC)

ED 404 983

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Louis C. Pugliese

Louis C. Pugliese
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Monday, January 6, 1997

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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	U.S. House prepares for ethics battle.	3:15	4:15
HEADLINES	DISASTERS DECLARED; EUROPEAN DEEP FREEZE; RAIN IN SPAIN	1:00	5:15
AROUND THE WORLD	Peru's rebels continue to hold hostages; Milosevic opposition is jamming traffic.	1:00	6:15
FUTURE DESK	Engineers create a robot to interact with humans in an "intuitive" way.	2:45	9:00
WEBSITE	Dial us on the Internet: CNN.com/newsroom	:20	9:20
QUOTE	...on the impact of the art of film making	:30	9:50
ACTION!	(PT I) What is the role of the director?	4:25	14:15
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:25	15:40
TOP OF THE WORLD	Gang wars have broken out over Macau's lucrative gambling industry.	3:20	19:00
WHO, WHAT, WHERE...	Security is becoming more important after a recent attempted theft of artifacts.	2:50	21:50
INSIDE MIDEAST	In Israel, a comedian's act is creating both laughter and outrage.	3:40	25:30
BRIT WORLD RUNNER	A British marathoner tries to be the first person to run around the world.	:45	26:15
BRAZIL SLUM MUSICIANS	A government program uses music to breathe new life into Rio de Janeiro's slums.	2:45	29:00
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

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ANCHOR DESK January 6, 1997 (2)

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TOP STORY: NEWT GINGRICH AND THE ETHICS COMMITTEE

1. Who is Newt Gingrich? What position does he currently hold in the U.S. Congress? Who decides who fills this position? According to the video, how do most House Republicans feel about reelecting Mr. Gingrich to this post? How are opposition party members responding?
2. Distribute the HANDOUT (pg 4). Review the definition of "ethical" given then instruct students to work independently to complete the HANDOUT. Reconvene the class and have students share their responses. Compare areas of student agreement/ disagreement. Discuss any "gray areas" of political ethics based on the examples given. Ask students whether they perceive politicians in general as "ethical" or "unethical" and what might be done to change their way of thinking.

FUTURE DESK: INTERACTIVE ROBOTS

3. BEFORE VIEWING: Ask students to describe their image of robots. Where do they get their images? Discuss responses.
4. How does the IS robot differ from students' descriptions? Lead a class discussion of what would constitute an "intuitive way" of interacting with people. Have volunteers role play such interactions in front of the class. Then ask each student to complete a paragraph that begins with the phrase, "My Robot, my friend...." Share selected paragraphs.
5. Have students define "robot" and "robotics" then ask: To what uses are robots put in modern society? Distribute the HANDOUT (pg 3) to small groups. Have them use it to gather information on the presence of robots in our lives. (Useful resource: IS Robotics home page: http://www.isr.com/) On completion, have the class put together an annotated and pictorial timeline of the history of robots/robotics in modern culture.

ACTION! (Part I)

6. What aspects of a film does the director control? Explain the director's role in each of the three phases of a film's production. Why are more and more actors and actresses becoming interested in directing?
7. AFTER VIEWING: Ask students to name directors (other than Mick Jackson) mentioned in the video. Can the students name these directors' contributions to the cinema? Group students. Have each group choose one director and conduct research about that person's life and career. Present these as a multimedia profile on him/her in that director's particular style.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Speaker of the House Newt Gingrich Majority Leader ethics
Dick Armey director Mick Jackson OSCAR interactive intuitive

***** ** ** * January 6, 1997 (3)

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******** ** ** STUDENT HANDOUT: ROBOTS IN USE

DIRECTIONS: Working with your group, find examples of the use of robotics in each arena listed below. Be sure to note any dates because you will need these to add to a class timeline.

ARENA	ROBOT NAME/DATES	DESCRIBE FUNCTION AND HOW IT WORKS
Military		
Auto Industry		
Space Industry		
Underwater Exploration		
Construction Industry		

***** ** ** * January 6, 1997 (4)
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******** ** ** STUDENT HANDOUT: POLITICAL ETHICS

DIRECTIONS: The RANDOM HOUSE WEBSTER'S DICTIONARY defines the term "ethical" as "in accordance with standards for right conduct or practice, especially those of a profession." Consider whether you believe each of the following actions below is ETHICAL or UNETHICAL, and write your response and rationale for each. You do not need to

know whether each is legal or not; simply offer your opinion on whether it is "in accordance with standards for right conduct."

1. ACTION: Accepting campaign contributions from citizens of another country who have an interest in your country's foreign policy

   YOUR VIEW: ETHICAL or UNETHICAL?
   YOUR REASONING:

2. ACTION: Providing false information to fellow elected officials

   YOUR VIEW: ETHICAL or UNETHICAL?
   YOUR REASONING:

3. ACTION: Rewarding political supporters with access to the White House or Congress

   YOUR VIEW: ETHICAL or UNETHICAL?
   YOUR REASONING:

4. ACTION: Pursuing your political agenda as an elected official, without regard for compromise with others of opposing views

   YOUR VIEW: ETHICAL or UNETHICAL?
   YOUR REASONING:

NEXT, find an example of one of these actions undertaken by an elected official in the news recently and be prepared to defend or condemn the ethics behind this action.

Share your responses and reasoning with the class. Did any of your classmates disagree with any of your views? Explain. Is "ethical" behavior in politics as clear-cut as its dictionary definition? In your opinion, are there any times when a seemingly unethical action can be justified? Similarly, are there times when what appears to be "ethical" may be judged as "unethical" by others? Discuss.

January 6, 1997 (5)

** NEWSROOM WORLDVIEW

MACAU GANG WARS: MACAU--ORGANIZED CRIME; MACAU--GAMBLING

1. Have students describe the recent changes in Macau's social situation. Then have them gather information to make a chart comparing the types of enterprises that comprise the economies of two Asian city-states: Portuguese Macau and British Hong Kong. In what ways are their economies similar? Different? Overall, which of the two appears to have the strongest economic base? According to the video, gambling is "the only industry that counts" in Macau. To what extent is this characterization accurate?

INTERNET: http://www.city.net/countries/macau/#info

EGYPT TUT'S TREASURE: EGYPT--ANTIQUITIES; MUSEUMS--SECURITY MEASURES
2. Ask: Why have Egypt's museum curators become more security conscious? What added security steps have they taken? Search for information on the market for stolen artifacts.
INTERNET: http://search.yahoo.com/bin/search?p=egypt

ISRAEL NOT SO FUNNY: ISRAEL--POLITICS; ISRAEL--COMEDIANS; SATIRE
3. Lead a class discussion on why Gil Kopach's satire has drawn criticism? Have student groups
   a. find out the religious characteristics of the people of Israel, including all Jewish groups;
   b. make a graph with Mr. Kopach at the center and each religious group is a bubble in a circle around him; and,
   c. using arrows and labels, indicate which groups would likely support/oppose Mr. Kopach's type of humor.

   Ask: If you were the programming manager for an independent TV station in Israel, would you air his program? How would you justify your decision? Would the religious groups' political power influence your programming decision? Explain.
INTERNET: http://www.nif.org/grantees.html

SLUM MUSICIANS: BRAZIL--SOCIAL CONDITIONS; BRAZIL--MUSIC EDUCATION
4. Why was the musical program set up for the children of Rio de Janeiro's slums? What benefits have been reported? Have student groups create a graph showing Rio's demographics, including poverty and education levels. What educational opportunities exist for poor children? Are jobs available to them when they reach working age? Ask: In your opinion, to what extent is the music project a valid effort to improve this situation? Explain.
INTERNET: http://www.city.net/countries/brazil/categories.html#info

----------WORLDVIEW: TODAY'S NEWS TERMS----------
artifacts curators righteous anti-Semitism satire

NEWS NEWSROOM

Tuesday, January 7, 1997

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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Commit a crime, but do no time: It's called "diplomatic immunity."	2:45	3:45
HEADLINES	I.R.A. ATTACK IN BELFAST; NEW PROTESTS IN BELGRADE; GINGRICH CAMPAIGNS FOR SPEAKER	1:30	5:15
ON THE MAP	Facts about Indonesia	:45	6:00
INTERNAT'L DESK	Political and economic factors are at the root of Indonesia's civil unrest.	2:15	8:15
COMMUNI-CATION	A new survey says that 36 million U.S. households will be online by the year 2000.	:35	8:50
ACTION!	(PT II) Meet director Stephen Herek.	4:55	13:45
LOOK AHEAD	TOMORROW: Drive-Thru Restrictions	:30	14:15
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:50	16:05
TOP OF THE WORLD	A retired U.S. Air Force general calls for the abolition of all nuclear weapons.	2:50	18:55
TAKING CARE OF BUSINESS	It's possible to drink tea on-line in one of China's new cafes.	2:00	20:55
INSIDE ASIA	Both Japan and Taiwan provide examples of more natural means of transportation.	4:00	24:55
WILD KINGDOM	A French explorer checks out a Greek myth about "gold digging" ants.	2:20	27:15
WHO, WHAT WHERE?	Two teenagers have helped to re-enact a 19th century South Korean wedding.	2:10	29:25
CNN NEWSROOM WORLDVIEW CLOSE		:35	30:00

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ANCHOR DESK January 7, 1997 (2)

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TOP STORY: DIPLOMATIC IMMUNITY

1. What is diplomatic immunity? Explain its connection to the fatal traffic accident this weekend in Washington, D.C. Why do some claim that this custom "puts a select few above the law"? Explain how some U.S. officials defend the custom.
2. Have students work in groups to research both sides of the diplomatic immunity issue. Encourage groups to find examples of both the benefits and drawbacks of this policy. Then reconvene the class and have groups share their findings in a class discussion. Conclude by having each student write a position paper on the practice of diplomatic immunity, citing specific information each has learned in research or discussion to support his/her views.

INTERNATIONAL DESK: INDONESIA UNREST

3. Distribute the RESOURCE (pg 3) and the HANDOUT (pg 4) to groups of students. As a class, review the information presented on the RESOURCE. Then have groups conduct research to find four examples of civil unrest throughout history, their underlying causes and outcomes, and record their information on the HANDOUT. When all groups are finished, have them share their findings and compare what they have found to what is happening in Indonesia. Challenge groups to speculate as to the chances for peaceful change in Indonesia, based on their data.
4. "We want this country to be on a par with our neighbors in terms of rights...We would like to be promoted based on merit, not connections...there is not enough space within the Indonesian political system for us to express ourselves...we can't stand the military." ("The Ground Shakes," TIME MAGAZINE, 8/12/96) Based on the video, the quote above, background (HANDOUT pg 3) and other sources, have student groups compose questions for a press conference with Suharto.

EXTENSION: Role play the conference with one group of students representing the Suharto government.

ACTION (PART II)

5. Why does the video characterize Stephen Herek as "one lucky man"? What challenges has he faced? What kind of education and pre-directorial jobs must he have undertaken prior to his directorial debut in 1986? Challenge students to describe the jobs listed in film credits, from acting to casting to key grip. Which jobs have the greatest potential for leading to the director's chair? Why?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

diplomat monolith Jakarta Pres. Suharto Stephen Herek

January 7, 1997 (3)

STUDENT RESOURCE:
DESK: PRESIDENT SUHARTO

For 30 years, President Suharto has seen himself as the benevolent dictator of Indonesia, a country made up of 17,000 islands and 194 million people. After completing school, Suharto joined the military, one of the few career options open to native Indonesians in the Dutch colony. He supported the Japanese against the Dutch in World War II, but discovered one conqueror was no better than another. When the Dutch reclaimed the islands in 1945, Suharto joined the resistance, and, in 1950, Indonesia became independent.

Suharto rose quickly through the military ranks in the newly-independent country, becoming Army Chief of Staff in 1965. In that same year, Suharto managed to forestall a coup against the Sukarno government and slowly began to usurp authority for himself. By 1967, Sukarno was ousted and Suharto was president.

Suharto has combined a Western-oriented free market economy with political repression. Indonesia's large oil reserves have allowed Suharto to invest in infrastructure development, focus on production that would eventually reduce the country's reliance on oil exports and pursue population control. Still, he has refused democratic reform, killing or imprisoning those in opposition.

In 1995, Indonesia celebrated its 50th year of independence and Suharto appeared to lessen his stranglehold -- releasing three political prisoners held since 1965, deregulating some areas of the economy and giving former political detainees long-suspended civil rights. But politically, Suharto allows no change. He plans to be re-elected in 1998 by his handpicked People's Consultative Assembly.

To insure his continued rule, in August 1996, government troops seized the Jakarta headquarters of the Indonesian Democratic Party (P.D.I) and security forces rounded up labor leaders and political activists. When Megawati Sukarnoputri, Sukarno's daughter, was ousted as chairwoman of the P.D.I. to prevent her running for president in 1998, riots broke out. Most recently, police forcibly put down mob violence that erupted after a reported police beating of four Islamic religious teachers.

There is no place for dissent in Indonesia: the press is tightly controlled; it is illegal to discuss politics in gatherings of more than five people; and, the country's three legal political parties cannot communicate with the people except during a 45-day campaign every five years.

NOTE: Search "pathfinder.com" to find current news on Indonesia.

January 7, 1997 (4)

STUDENT HANDOUT: CATALYSTS FOR CHANGE

DIRECTIONS: Search your resources for examples of civil unrest that have taken place at any time throughout history. Record the country/region that experienced the civil unrest, the date and a brief explanation of the primary reasons behind that upheaval (social, economic or political). Finally, briefly state the outcome of that unrest if the situation has been resolved.

NATION/ REGION	DATE	REASONS FOR UNREST (Briefly explain)	OUTCOME

Share your examples and explanations with the class. Discuss any similarities between any of your examples and what is currently taking place in Indonesia.

Think of an instance when social, political or economic change has resulted from a peaceful movement or transition of power. Offer your example to the class and discuss why this change was able to come about peacefully, without civil unrest as in the examples above. Do you think it is possible for the people of Indonesia to experience a peaceful transition to a better way of life? State your rationale.

January 7, 1997 (5)

** NEWSROOM WORLDVIEW

GENERAL NUKE BAN: USA--POLITICS: NUCLEAR WEAPONS

1. Ask: Why is General Butler supporting an outright ban on nuclear weapons? How have U.S. government representatives reacted to his ideas? Have student groups gather information showing

a. which countries currently have nuclear weapons and how many such weapons each currently possesses.
b. which countries have unilaterally or through agreements decreased the number of nuclear weapons they have.

As students study their findings, have each consider the positions suggested in the video in order to develop his/her own position on what the Clinton administration should do about nuclear weapons. Have students share their positions and discuss what actions should be taken. Then have them write final position papers in which they present their arguments to support their proposed course of action. Send copies of the best final papers to the White House.

INTERNET: http://www.webcom.com/peaceact/nd.html

CHINA CYBER CAFE: CHINA--BUSINESS; INTERNET (COMPUTER NETWORK)

2. What kind of service does Mr. Zeng provide at his Cyber Cafe? What potential does he see for the future of the Internet? Have students evaluate the Internet as a business tool then develop a display showing some of the new ideas suggested recently or used currently to do business on the Internet. Ask: Does your data agree with Mr. Zeng's appraisal of the business potential of the Internet? Explain your answer.

INTERNET: http://www.business-china.com/

SKOREA WEDDING: SOUTH KOREA--MARRIAGE CUSTOMS & RITES

3. Discuss why the South Koreans decided to recreate this wedding. Then divide the class into groups. Have each find out what recreations are about by selecting, researching, organizing and recreating their own historical event. Have them:
   a. Choose an event that is simple and doesn't require elaborate preparations or expensive stage props.
   b. Discuss the importance of historical recreations.

   Ask groups: Why did you choose the event you recreated? Why do you think the South Koreans choose the wedding of King Ko Jung and Queen Min? What did the audience and the participants get out of your recreation?

INTERNET: http://www.iworld.net/Korea/culture/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

renounced retaliatory deterrence skeptical strategic weapons START Treaty "techno-businessman" web sites strata mobilized

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NEWS NEWSROOM

Wednesday, January 8, 1997

Wednesday, January 8, 1997

** NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Newt Gingrich is re-elected Speaker of the U.S. House of Representatives.	4:40	5:40
HEADLINES	SOUTH KOREAN LABOR STRIKE CONTINUES	:30	6:10
BUSINESS BRIEF	-Buy a piece of the Inauguration. -Super Bowl ads generate big bucks.	:45	6:55
BUSINESS DESK	Californians experience a love/hate relationship with drive-thru restaurants.	2:40	9:35
COMMUNI-CATION	The INTERNET is a good place to search for all kinds of maps.	1:15	10:50
ACTION!	(PT III) John Turtletaub likes his job as the "boss" on a movie set.	4:20	15:10
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:40	16:50
TOP OF THE WORLD	The U.S. works to bring a real end to the tensions on the Korean Peninsula.	3:30	20:20
TAKING CARE OF BUSINESS	Pakistan's recently dismissed government left the country near bankruptcy.	2:30	22:50
INSIDE EUROPE	A move is on to consolidate the British Library into one central site.	2:30	25:20
RUSSIAN ROMANOV	Some Russians are trying to revive their royal Romanov roots.	3:45	29:05
CNN NEWSROOM WORLDVIEW CLOSE		:55	30:00

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ANCHOR DESK January 7, 1997 (2)

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TOP STORY: GINGRICH RE-ELECTED HOUSE SPEAKER

1. Describe the outcome of yesterday's vote for Speaker of the House. Why did some Republicans vote for other representatives or abstain from voting? Summarize Mr. Gingrich's sentiments after the vote was announced. Do you think he will be able to heal the rift in his party? State your rationale.
2. Who are the leaders of the House of Representatives? What are their official duties and powers? Group students. Have each group a) choose one of these House leaders, b) research his/her duties and powers and c) find out who currently holds that position: Speaker of the House, Majority Leader, Majority Whip, Minority Leader, Minority Whip. Direct each group to present a formal report to the class.
3. Challenge each student to select one House Speaker in U.S. history and research that person's leadership style and career. Which speakers were able to command party loyalty? Who were most adept at shaping the legislative agenda? Have each student use his/her findings to present to the class a "Congressional History Minute" in the style of an informative television spot.
4. In two weeks, the House Ethics Committee is expected to issue its recommended punishment for Speaker Gingrich's ethics violation. What possible punishments could the Committee recommend? Working in groups, have students consult texts, and other resources if necessary, to find out what options are available to the Ethics Committee. Share findings and, in each case, discuss the possible repercussions for Mr. Gingrich.

ACTION! (PART III)

5. One reason why Director John Turtletaub enjoys his job is that he believes the director is "the only person in the film who has his hands in every aspect of the film-making process." With what other members of the film-making team does the director communicate? What is each individual's function? Have each student choose a participant in the production of a movie, other than the director, and research what that person does. Have each student share his/her findings and speculate as to what that person and the director might discuss when producing a film.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Speaker of the House Newt Gingrich David Bonoir Minority Whip
Ethics Committee House of Commons Frederick Muhlenberg
Sam Rayburn Tip O'Neill Tom Foley rank-and-file non-partisan
debut box office editor special effects props

DRIVE-THRU DESK: RESTRICTIONS

1. BEFORE VIEWING: Poll the class: How many times a month do you go to fast food restaurants? (More than 8; 4-8; 1-3; never) How often do you use the "drive-thru"? (Always; more than half; less than half; never)

2. AFTER VIEWING: Based on the video information and answers to the previewing poll, survey students to determine whether the number of times they go to fast food restaurants would change if there were no drive-thru. Why/Why not? Should the California businesses in the video seek and win reparation through the legislature? Explain.

3. Create a class list of the reasons presented in the video for closing drive-thru restaurants altogether or for limiting their hours. Have students determine how each of the following could be affected, for good or ill, by new regulations: fast food chains; business/franchise owners; consumers; the environment; quality of life; government agencies. Through a show of hands, have students agree or disagree with regulating drive-thru restaurants from their own personal viewpoint, the viewpoint of the business community and the viewpoint of government agencies. Discuss possible differences in the votes.

4. As a class, define the "Four P's" of the marketing mix: product, price, promotion, place. Have students work in small groups to complete the HANDOUT (pg 4) as they analyze strategic changes that might take place in the fast food marketing mix if drive-thru regulations become an industry standard.

5. What is the relationship between government and business as described in the video? Do you agree with the government's role in this case? Why/Why not? Place the following classifications across the top of the chalkboard: regulation, promotion, protection, competition, support. Beneath each category, have the class list examples of ways government is connected to business in a free market system. For example: health REGULATIONS; urban renewal funds to PROMOTE downtown business districts; copyright PROTECTION; social security to SUPPORT retired workers. Based on the class list, is the government a necessary player in the U.S. economy? Explain.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

government regulation zoning curfew local ordinances
marketing mix product price promotion place

January 8, 1997(4)

** STUDENT HANDOUT: THE MARKETING MIX

DIRECTIONS: Working with others in your group, complete the following chart to illustrate how regulation of drive-thru restaurants might affect the marketing mix in the fast food

industry. In which area(s) might major strategic changes have to occur? Which area is least affected? Why?

PRODUCT STRATEGIES	
Before Regulations	After

PLACE STRATEGIES	
Before Regulations	After

PRICE STRATEGIES	
Before Regulations	After

PROMOTION STRATEGIES	
Before Regulations	After

January 8, 1997 (5)

NEWSROOM WORLDVIEW

SKOREA/US PYONGYANG: SOUTH KOREA--NORTH KOREA--FOREIGN RELATIONS

1. Have students describe the steps that have been taken toward improving relations between the Koreas. Ask: What new barriers now block the achievement of this goal? Create a chronology of inter-Korean relations during the past 40 years. Are current barriers to improved relations new or more of what you found in the past? Make predictions for the future of this situation.

INTERNET: http://www.city.net/countries/south_korea/categories.html#info

PAKISTAN ECONOMY: PAKISTAN--ECONOMIC CONDITIONS
2. Group students and have each group gather data on Benazir Bhutto's administration, focusing especially on Mr. Leghari's accusations of economic mismanagement, corruption and state terrorism. Have each group
   a. list events that support accusations made against the Bhutto government.
   b. list praise this administration received for improvements made.
   c. note Mr. Leghari's role the Bhutto government.

   Groups should study its data, draw conclusions then share its data with others. Create a class summary chart listing the pros and cons of Bhutto's administration. Ask: How correct is Leghari's assessment of the Bhutto government? How would you respond to his criticisms if you were Ms. Bhutto?

INTERNET: http://www.adminet.com/world/pk/

BRIT LIBRARY MOVE: GREAT BRITAIN--LIBRARIES
3. Ask: Why has the British Library been scattered around London and the English countryside for the past 100 years? What improvements are expected to come with the new consolidation?

RUSSIAN ROMANOV: RUSSIA--MONARCHY--ROMANOV DYNASTY
4. Discuss why some Russians want to revive their royal past and others are opposed. Have students gather information to create a "snapshot" (story, poem, montage) showing what life was like in 1910 under Czar Nicholas II. Share "snapshots" and list generalizations about Russia under the Romanov Czars. Ask: In your opinion, what overall effect did the 1917 communist revolution have on the Russian people and culture? Defend your rationale. Based on current conditions in Russia, how do you think modern Russians might feel about Russia of the Romanovs?

INTERNET: http://www.yahoo.com/text/Regional/Countries/Russia/History/Romanov_Dynasty/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

joint defense inflation devalued financial discipline landmark

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NMIS NEWS NEWSROOM HELP

NEWS NEWSROOM

Thursday, January 9, 1997

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********* ** ** NEWSROOM

Thursday, January 9, 1997

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Pres. Milosevic admits that opposition parties had indeed won previously denied election victories.	3:10	4:10
HEADLINES	YELTSIN HOSPITALIZED; ALBRIGHT HEARINGS; CNN INTERVIEWS PERU'S PRESIDENT	1:30	5:40
SPACE IS THE PLACE	Scientists evaluate effects of zero gravity on primates Lapik and Multik.	:30	6:10
SCIENCE DESK	What factors influence human life expectancy?	2:45	8:55
THE WORLD	Balloonists avert a desert crash.	:45	9:40
POP QUIZ	TV sitcom stars who became film directors	:30	10:10
ACTION!	(PART IV) Ron Howard has spent his life in front of, and now behind, the camera.	5:15	15:25
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:25	16:50
TOP OF THE WORLD	Rio de Janeiro is eager to host the Olympics in the year 2004.	2:30	19:20
TAKING CARE OF BUSINESS	Britain is still trying to decide whether or not to adopt the new European currency.	3:10	22:30
INSIDE ASIA	An opera for the curious, creative and incredulous was performed here recently.	2:45	25:15
ARAB FILM FESTIVAL	A U.S. festival celebrated 100 years of Arab cinema.	3:40	28:55
CNN NEWSROOM WORLDVIEW CLOSE		1:05	30:00

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ANCHOR DESK January 9, 1997 (2)

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TOP STORY: YUGOSLAVIA

1. Ask students: What apparent change in the political stalemate has occurred in a town 150 miles south of Belgrade? How would you characterize the general reaction? Why? What do you think is the more accurate barometer of the situation: the ruling Socialist Party's announcement or the public response? Explain.
2. WHILE VIEWING: Have students note the tactics the pro-democracy demonstrators are using against the current Serb government. AFTER VIEWING: Lead a class discussion of the various tactics protesters use against their opponents. Ask students to give examples of when, where and under what circumstances some of those tactics have been used. Then divide the class into small work groups. Have each group
   a. choose a "protest situation" from any historical period and analyze the effectiveness of the tactics used by all factions involved.
   b. give a background report of the conflict and share its analyses of the effectiveness of the tactics used.

   Which tactics appear to be the most effective? Explain. What do the most effective tactics have in common? Revisit the strategies used in the conflict in the former Yugoslavia. Which ones(s) appear to be the most effective? Explain.

ACTION (PART IV)

3. BEFORE VIEWING ask: Who is Ron Howard? For what work is he recognized? AFTER VIEWING: Have students describe the different personas associated with the actor-director. Do they think of him more as an actor or as a director? How do the students think their parents view him? Have students query five family members/neighbors to find out which of Howard's "names" has more recognition: his own (as director or actor) or one of his characters. Share results in class. Which "name" was mentioned most often?
4. How did Howard's career as an actor impact his decision to become a director? List other actors who have made similar changes (e.g., Robert Redford, Barbra Streisand, Orson Welles, etc.) Group students to "get the story" on other actors-turned-directors, in motion pictures and TV, to find out what factors led to the change in careers and the impact one career has had on the other. Have students consider their own plans for future work and take these a step further: What logical path could they take as an extension of the one they are contemplating now?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Slobodan Milosevic Belgrade marathon gridlock "film buff"

DATELINE: Sep. 29, 1996 SCIENCE & TECHNOLOGY WEEK JELLYFISH (3)

***** ***** ***** ***** * * ***** ***** January 9, 1997 (3)

DESK: HUMAN LONGEVITY

1. BEFORE VIEWING: Ask students to estimate the average life span of a human being. Has the human average life expectancy changed over time? If so, why and by how much? If not, why not? How old is the oldest person they know or have heard about? Is there a maximum age humans can reach? Why/Why not? Does "average life span" change with gender? Race? Nationality? Explain. Why might there be a fairly large discrepancy in terminal ages?

2. AFTER VIEWING ask: What factors influence human life expectancy? What can increase it? Decrease it? According to the video report, are race, gender or nationality factors in the span of a person's life? What do you think? Explain.

3. The WORLD BOOK ENCYCLOPEDIA states that the average life span of people in developing nations is 40 years, while in most industrialized nations it is 65-70 years. Ask students to explain this disparity based on inferences from the video.
   a. Share the HANDOUT (pg 4) with teams of 2 students. To each research pair assign one nation. Provide a good sample of both developing and industrialized nations, of all 7 continents and of a variety of climates.
   b. Student teams must research to discover statistics for their nation that would describe each factor; e.g., what is the average life span or ethnic breakdown, etc.?
   c. When they have completed their research help them compile their information in a large chart or booklet format and give everyone a chance to study the compiled data.
   d. Using this data invite students to draw generalizations explaining the wide disparity in life spans described above. Do they believe a person's life span is the result of only one factor or a mix of factors? Explain.

4. Discuss with students the importance of reliable data as the basis of making important generalizations. If they were in charge of taking their community's medical history, what questions would yield reliable data? Invite small groups to compile a medical history interview. Subject interview questions to a class-wide assessment of reliability. Tell students to look for leading questions, dead-end questions, vague questions and/or questions that are too global in scope.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------
average human life span New England Journal of Medicine mortality
longevity survival patterns migrants cardiovascular disease

January 9, 1997 (4)

STUDENT HANDOUT: THE SECRET OF LONGEVITY

DIRECTIONS: Listed below are some facts that affect longevity. Use almanacs, source books, encyclopedias, the INTERNET (Search the United Nations) to investigate each of these factors for your assigned nation. Work with your teacher to compile facts from all the teams and then study the data. What did you learn about

longevity? Is it affected by one main factor or a mixture of factors? Explain.

1. ETHNIC BACKGROUND

2. PREVALENT OCCUPATIONS

3. AVAILABLE MEDICAL CARE

4. CRIME RATES; SMOKING, ALCOHOL AND/OR DRUG USE

5. POPULATION: SIZE AND CONCENTRATION, e.g., mainly in urban areas or rural or a mix

6. LIFESTYLE INCLUDING DIET, EXERCISE, WORK LOAD, LEISURE TIME, ETC.

7. GEOGRAPHIC FACTORS (CLIMATE, LOCATION, ALTITUDE, ETC.)

8. NATIONAL GDP (GROSS DOMESTIC PRODUCT)

9. BIRTH/DEATH RATES

10. NATIONAL HISTORY FROM THE PAST 25 YEARS

January 9, 1997 (5)

NEWSROOM WORLDVIEW

BRAZIL OLYMPIC: BRAZIL--OLYMPIC GAMES; ECONOMIC DEVELOPMENT

1. Have students list benefits that could accrue to Rio de Janeiro if it is chosen as an Olympic site. What attributes does Rio have that might sway the Olympic committee to consider Rio as a host city? Divide the class into groups. Have students
   a. find out what cities have hosted the Games over the past 100 years, mark these on a world map and note patterns.
   b. place the dates of the Olympics held in each city on the map and, using different colors for each decade, highlight each city according to when the Olympics were held there.
   c. use data that identifies a country's economic status

(developed, less developed, etc.) to indicate each host nation's status.

What patterns does the data suggest? Consider all the data and identified trends to predict Rio's chances of becoming an Olympic city in 2004. What other factors do you think have been important to the Olympic selection committee over time? Would they work for or against Rio? Explain.

INTERNET: http://athos.labma.ufrj.br/rio2004_e.html

WHAT'S AN EMU: BRITAIN--POLITICS; EUROPEAN UNION--MONEY

2. Lead a class discussion of the benefits Britain would gain by shifting to the EMU. Why do some Britons object?

INTERNET: http://www.csi.it/csipages/europe.html
http://www.mistral.co.uk/hammerwood/europegd.htm

ARAB: MOTION PICTURES--NATIONAL CHARACTERISTICS; USA--FILM FESTIVALS

3. Solicit students' perceptions of Arabs/Arab nations as gleaned from films. Ask students to be specific. Then use students' responses to generate a list of typical generalizations made about Arabs and Arabic culture. Divide the class into small work groups and assign 1-2 Arab nations to each group to:
   a. Gather data about Arab culture for the assigned countries.
   b. Use the group's data to test the generalizations on the class list.

   Reconvene the class as a whole to discuss the following:
   a. To what extent are the generalizations on the list valid?
   b. Which of the generalizations you judged to be invalid are the most negative?
   c. What factors do you think have led to the development of these specific generalizations?
   d. How effective might cultural events be in changing the perceptions about any people and their culture? Explain.

INTERNET: http://www.duke.edu/~kws2/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

European Monetary Union (EMU) trademark sovereignty stereotype

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Friday, January 10, 1997

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********* ** ** NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Two pipe bombs explode in Tel Aviv, Israel.	2:25	3:25
HEADLINES	GENERAL MOTORS, VOLKSWAGEN "MAKE UP"	:30	3:55
EDITOR'S DESK	U.S. asks Republic of Georgia to waive diplomatic immunity for its envoy who was involved in a fatal car accident; Serb Pres. concedes opposition election win.	4:20	8:15
SPACE IS THE PLACE	NASA readies the space shuttle ATLANTIS for a Sunday morning launch.	:30	8:45
CLINTON INAUGURAL	Washington, D.C. spruces up for the last Presidential inaugural of the century.	3:10	11:30
LOOK AHEAD	Next week: ROAD LESSONS: Young drivers	:45	12:15
OUR WORLD	One Atlanta, GA, 6th grade class learns its lessons karaoke-style!	2:20	14:35
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:15	15:50
TOP OF THE WORLD	Some people predict that China is on the brink of a great economic boom.	4:00	19:50
CHINA NATIONALISM	China's leaders recently celebrated the birthday of a pre-communist leader.	3:10	23:00
CHINA PHOTOGRAPHER	Beijing exhibit displayed photos showing 40 years of Communist upheavals.	2:45	25:45
QUOTE: TERRY LIN	The United States and China are both important to one young singer.	3:05	28:50
CNN NEWSROOM WORLDVIEW CLOSE		1:10	30:00

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TOP STORY: PIPE BOMBS EXPLODE IN TEL AVIV

1. How have Israeli Prime Minister Netanyahu and Palestinian President Arafat responded to the latest attacks in Tel Aviv? How is this event likely to affect the peace process?

EDITOR'S DESK/NEWSQUIZ (pg 4)

2. Today's NEWSQUIZ looks at events covered on this week's CNN NEWSROOM broadcasts and asks students to recall what happened, who was involved, and to make and support a judgment on whether each event represents a step toward accord or discord. Answers on "ACCORD or DISCORD" may vary. SUGGESTED ANSWERS FOR "HEADLINE" AND "PARTIES INVOLVED": A-Newt Gingrich, House Republicans; B-INDONESIANS FRUSTRATED WITH ECONOMY, GOVERNMENT; C-MILOSEVIC CONCEDES DEFEAT IN NIS; Serbian Pres. Slobodan Milosevic, Belgrade protesters; D-Israeli Government, Arab terrorists; E-ROCKET ATTACK AT BELFAST COURTHOUSE.

CLINTON INAUGURAL PREPARATIONS

3. Describe the preparations underway for Pres. Clinton's second inauguration. Who is invited to the ceremony? Can the public participate in any of the inaugural events? Explain.
4. This inauguration will be the most expensive in U.S. history. How does it compare with past inaugurations? Have students in groups research inaugurations, their customs and events, and report their findings to the class. Discuss what traditions and customs have been preserved over the years and what changes have occurred in response to contemporary concerns and issues.

OUR WORLD: KARAOKE POETRY

5. Explain how students in the video are learning poetry with the help of this technology. Can you think of any other subject areas that would lend themselves to this kind of approach? Challenge students to describe how they would use this technology to teach that particular subject topic.

MEDIA LITERACY: FILM-MAKING

6. Discuss film-making as a form of media. Ask students to give examples of films well-known for INFORMING/EDUCATING, ENTERTAINING and LEADING TO ACTION and explain their choices. Group students and distribute a copy of the HANDOUT (pg 3) to each student. Have students a) search the newspaper for current film fare that they believe fits one or more categories and b) explain the rationale for their choices.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Tel Aviv P.L.O. inauguration karaoke scribe "hotspot"

January 10, 1997 (3)

MEDIA LITERACY: MOVIE CATEGORIES

DIRECTIONS: Write in the name of a film that is an ACCEPTED EXAMPLE of one or more the functions-of-the-media categories listed below. Then, search your newspaper for current motion pictures that you believe fit each category, explaining why you believe your choice is a good example of that category. Include evidence you believe supports your position (patron response, statistics, etc.).

ENTERTAINMENT:

Accepted Example & Reason: _____

_____

Current Movie & Reason: _____

_____

_____

INFORMATIONAL/EDUCATIONAL:

Accepted Example & Reason: _____

_____

Current Movie & Reason: _____

_____

_____

LEADING TO ACTION:

Accepted Example & Reason: _____

_____

Current Movie & Reason: _____

_____

_____

01/10/97 (4)

ACCORD OR DISCORD?

DIRECTIONS: This week, many of CNN NEWSROOM's stories dealt with ongoing conflicts. Some events held the promise of unity or a peaceful resolution. Others were signs that the disunity and conflict may continue. Fill in the grid below so that, for each TOP STORY, there is a HEADLINE telling what happened this week, the names of the PARTIES INVOLVED and a decision on whether this week's event signals ACCORD or DISCORD (or, in some cases, BOTH). Be sure to give reasons for your choice. Examples have been included to help you.

HEADLINE	PARTIES INVOLVED	ACCORD or DISCORD? WHY?
A. SPEAKER RE-ELECTED		
B.	Pres. Suharto People of Indonesia	
C.		BOTH: While the Serbian President concedes political defeat in one town, protesters vow to continue their "noise."
D. TWO PIPE BOMBS EXPLODE IN TEL AVIV		
E.	The I.R.A. and British authorities	

January 10, 1997 (5)

** NEWSROOM WORLDVIEW

CHINA ECONOMY: CHINA--ECONOMIC DEVELOPMENT; CHINA--POLITICS

1. Discuss China's economic successes and the problems that threaten further progress. In groups, have students use resources to create a profile of China's current situation, focusing on the political climate, the conditions under which most people work or the standard of living. Then have each student use the data to write a story/poem or use the images to

paint a picture of modern China realities. Share completed materials and use them to make a list of facts about China's current situation. Ask: Considering your list, is there evidence that China is facing a crisis? Why is it suggested the political leadership is "riding the tiger"? To what extent does your data suggest that this is true?

INTERNET: http://www.jaring.my/at-asia/china_at_asia/html/foc_eco.html

CHINA NATIONALISM: CHINA--POLITICS--NATIONALISM; SUN YAT-SEN

2. Why is China's leadership trying to build a sense of popular nationalism there? What is the significance of the official celebration of Sun Yat-Sen's birthday? Have students gather information about Sun Yat-Sen. Ask each student to imagine he/she was a prominent Communist leader at the recent birthday party for Dr. Sun. Considering the situation in China today, write a poem about Dr. Sun to share at the party. Ask: What do you think that it means to be "politically correct" in China today? What does this tell you about the changes taking place in China?

INTERNET: http://www.afn.org/~afn20372/pol/ex70.html

CHINA PHOTOGRAPHER: CHINA--HISTORY; CHINA--ECONOMIC POLICY

3. Why are Marc Ribaud's photographs unique? What trends does he see in China's "transformation"? Have groups examine the extent to which change has occurred in China since the Communist Revolution. They should gather information and
   a. develop two "snapshots" of China for comparison, one of the China of the 1950s, another of the China of the 1990s; or, use your materials from Activity 1.
   b. identify the changes between the two periods and share them with the class.
   c. make a chart in which you divide the changes into "positive" or "negative" categories.

   Which category contains the most changes? What does this suggest for the future of China if these trends continue?

INTERNET: http://www.ihep.ac.cn/cw/window.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

industrialization communism nationalism cultural bridge Motown

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Monday, January 13, 1997

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*      *  * *  * *
*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Five years after the "Earth Summit," the goals of that meeting have yet to be met.	2:40	3:40
HEADLINES	GEORGIAN DIPLOMAT WILL FACE CHARGES; ATLANTIS PURSUES MIR; BULGARIAN PROTESTS	1:30	5:10
AT ISSUE	Harassment and hazing deter two female cadets from returning to the Citadel.	1:00	6:10
FUTURE DESK	What will the dream house of the future look like?	2:30	8:40
LOOK AHEAD	Next Week: The Clinton Inauguration	:30	9:10
NOW YOU KNOW	Teen drivers have the highest accident rate of all drivers in the U.S.	:30	10:40
LESSONS OF THE ROAD	(Part I) How you learn to drive depends largely on where you live.	3:40	14:20
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:00	16:20
TOP OF THE WORLD	Fighting continues in East Timor despite the efforts of two Nobel laureates.	9:50	26:10
INSIDE EUROPE	Sixty years after his abdication, secret papers reveal little about Edward VIII.	3:20	29:30
CNN NEWSROOM WORLDVIEW CLOSE		:30	30:00

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ANCHOR DESK January 13, 1997 (2)

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TOP STORY: STATE OF THE WORLD, 1997

1. According to the Worldwatch Institute, how have the nations of the world failed to live up to the promises of the 1992 Rio Earth Summit? Specifically, what problems need to be addressed worldwide? Why was the U.S. singled out for criticism? Do you think this is fair? Why/Why not?
2. Group students. Have each group choose one issue cited in the video (e.g., pollution, population growth, deforestation) and research what your state or region is doing to address that issue. Encourage students to secure information on what was done five years ago to address each problem and determine whether the state is making progress toward solving each. Have each group prepare its findings in the form of a formal report to the class. Combine the reports into a booklet entitled "The Environmental State of the State, 1997" and present it to the school media center.
3. Generate a list of environmental problems (review the video if necessary) and have the class come up with a simple symbol for each. Draw the symbols on the board. Next, divide a world map into four quadrants and assign one group of students to each. Have groups conduct research to determine where specific environmental problems are a concern in their quadrants and label their portions of the map with the appropriate symbols. Have groups combine their quadrants and post the map in the classroom for future reference.

LESSONS OF THE ROAD (PART I)

4. Ask students to discuss the "lessons" of this first part of the CNN NEWSROOM series on teenage driving. What problems are teenage drivers having on the road? What is the response of parents and lawmakers? Do students think this response is appropriate? Explain.
5. Ask student drivers to share experiences they have had on the road. What have they learned about safety? How did they respond to danger? Distribute the HANDOUT (pg. 4) to small groups of students and review its directions. Give groups 15 to 20 minutes to discuss the scenarios and ways they would handle each one. At the end of class invite each group to share one of its skits. Ask the class to assess each solution. Would they recommend driving lessons for themselves or do they feel they have a good command of safe driving practices?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Earth Summit hectares grassroots movements driver education

BEST COPY AVAILABLE

January 13, 1997 (3)

DESK: THE AMERICAN DREAM HOUSE

1. BEFORE VIEWING: Give students time to review houses they know in their minds' eye. They can think of their own or their friends' homes; their grandparents' or other family members' homes; or, homes they've seen in magazines or on tours. Then, discuss:
   a. What elements of each home did they like the best? Least?
   b. What is a priority to them in home design: privacy or lots of open space to share?
   c. Do they like lots of ornamentation? What kind?
   d. Was the home functional? That is, could they find their way easily, use the spaces easily?

2. AFTER VIEWING: Ask students to compare the houses they saw in the CNN report with the images and ideals discussed BEFORE VIEWING. Challenge them to create the ideal house for their future. What kind of spaces would it have? What materials? How would it meet the living needs of its occupants? OPTIONAL: If you have access to CAD/CAM software, students may use this drafting technology to design their houses. Share these in your own Class Home Beautiful magazine or Home Show.

3. The use of "wide-open" living spaces in homes today and in the future home seen in the video was the invention of creative genius Frank Lloyd Wright. Ask students to comment on Wright's claim: "The architect must be a prophet...in the true sense of the term...if he can't see at least ten years ahead don't call him an architect." Ask: Do you believe the houses and design principles shown in the video would qualify the designers to be called architects in Wright's terms? Explain, citing images/statements from the video to support your opinion.

4. Another of Wright's beliefs stated that, "Form and function should be one, joined in a spiritual union." And "True ornament...is organic with the structure it adorns...At its best it is an emphasis of structure, a realization in graceful terms of the nature of that which is ornamented." Invite students to imagine a future world as described in their favorite Sci-fi book, TV series or movie. Given the limitations and possibilities of this world, ask them to design or describe the ideal house as both functional and beautiful.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------
functionality multi-functional opened-up floor plans efficient

SOURCE: http://www.geocities.com/CapitolHill/2117/flw.html

January 13, 1997 (4)

STUDENT HANDOUT: SAFE DRIVING

DIRECTIONS: Read the scenarios below. Each one creates a driving disaster waiting to happen. For each one, work within your group to decide: 1) How could this scenario have been avoided in the first place; and, 2) What damage control would save lives and property? Be prepared to share your ideas with the entire class in short skits.

SCENARIO ONE
You have gone to work with friends on a project that is due the next day. It has gotten to be very late. While you were working, the weather became nasty outside. Rain began to fall in sheets. The temperatures had dropped quickly and ice had begun to form on the road along your route home. You're so tired that, without thinking about it, you have put yourself into "automatic pilot." Up ahead your headlights show a shiny black spot in the road. At the last minute you realize it's ice. What do you do?

SCENARIO TWO
Your best friend has just received his driver's license! He wants to share his excitement with you. You, he and a third friend decide to go out for a drive. You and the new driver agree to play follow-the-leader with your third friend. It is rush hour traffic in the city. The lead driver takes you into the heart of that traffic, passing a busy rail station, a mall full of shoppers and several popular restaurants. He challenges your friend to follow him as he swerves around other cars and pedestrians, makes sudden stops, races through yellow lights and turns wheelies in a gravel parking lot. You, the passenger, are scared to death! What do you do?

SCENARIO THREE
You and a friend decide to go to a movie. Other friends join you and, before long, there are 10 people going. Your car has room and seat belts for 7 people, including the driver. No one else has a car. What do you do?

SCENARIO FOUR
You and your friends decide to roll another friend's lawn with toilet paper. You plan to arrive at the home after midnight. Just as you finish and start to drive away the next door neighbor comes out on his porch, yells at you, jumps in his car and begins to follow you, fast! You speed up and take wild turns to try to lose him. One of your passengers suggests that you turn out your lights and take back roads. What do you do?

----------EDITOR'S NOTES: THE REFERENCE LIBRARY----------
Check out TEENVUE, The Teenage Driver Safety Program at the following INTERNET address: http://www.goodnet.com/~teenvue/

January 13, 1997 (5)

NEWSROOM WORLDVIEW

NOBEL PEACE PRIZE: INDONESIA--EAST TIMOR--POLITICS

1. Ask: How did East Timor come under Indonesia's control? What have the East Timorese done to gain their independence? What role has East Timor's two Nobel laureates played in the peace process? Have students take a closer look at East Timor, gathering background information on its history, geography and

people and, especially, focusing on the events that have unfolded there over the past decade. Remind students to consider the religious and ethnic situation. Have students

a. use their data to list the arguments FOR and AGAINST East Timor independence;
b. consider their lists carefully, determining what seem to be the real issues that compel the East Timorese to seek independence;
c. act as national groups which examine the final list of issues from the perspective of Indonesia for one group and East Timor for another;
d. use ideas generated in these groups to focus a roundtable discussion among representatives of both groups; and,
e. try to identify the core issues that need to be solved in order to settle the problem and attempt to identify alternate solutions to the situation.

Finally, have students apply what they have learned in a letter to the Indonesian ambassador or other prominent individual, either requesting further information or suggesting what the students think should be done to bring peace to the region.

INTERNET: http://amadeus.inesc.pt/~iota/Timor/
http://www.peg.apc.org/~etchrmel/

BRITAIN ABDICATION: BRITAIN--HISTORY; EDWARD VIII--ABDICATION

2. Discuss the rumors about Edward VIII and his American wife. What new information is revealed in the newly released secret information? Working in small groups, have students

a. use the information in the video to list the accusations made against Edward VIII.
b. gather information and create a characterization of Edward VIII and his wife and include a chronological overview of his life before, and of theirs after, the marriage.

Using the data in their characterizations, have students evaluate the list of accusations. Ask: Knowing the man as you do now, do these criticisms appear plausible? Why/Why not?

INTERNET: http://www.dcs.hull.ac.uk/public/genealogy/gedcom.html
http://www.city.net/countries/united_kingdom/categories.html#info

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Fretelin occupation Nobel Laureate autonomy referendum

NEWS NEWSROOM

Tuesday, January 14, 1997

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******  **   **   *                          Tuesday, January 14, 1997
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Letter bombs are mailed to London and United Nations offices of Al-Hayat, an Arab-language newspaper.	4:40	5:40
HEADLINES	-STAGE SET FOR ISRAELI TROOP PULLOUT -BULGARIA PROTESTS CONTINUE -JONES VS. CLINTON	1:00	6:40
LESSONS OF THE ROAD	(PART II) A recently released study suggests that formal driver training may not work.	3:20	10:00
ON THE MAP	About Hong Kong	:45	10:45
INTERNAT'L DESK	Hong Kong and other Asian jazz musicians create music...and a cultural bridge.	4:25	15:10
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:50	17:00
TOP OF THE WORLD	Democracy activists are worried about the government of Alexander Lukashenko.	2:50	19:50
INSIDE ASIA	The core of Tibetan culture thrives in exile in India.	2:25	22:15
NOBEL PRIZE MEDICINE	The Nobel Prize in Medicine goes to Dr. Peter Dougherty and Dr. Rolf Zinkernagle.	6:45	29:00
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

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ANCHOR DESK January 14, 1997 (2)

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TOP STORY: HAYAT BOMBS

1. What manner of attack did Al-Hayat offices sustain? UN Sec'y.-General Kofi Annan said, "We consider it an attack...on the freedom of the press and speech." Discuss U.S. Constitutional protections accorded speech and the press. Then, working in small groups, have students use several resources to find information from any historical period that depicts an imperiled free press and/or free speech. Share groups' findings. Ask: Is there a correlation between protected speech and a thriving society? Discuss.
2. What kind of security measures does the United Nations use to detect letter bombs? Discuss the safeguards X-rays DO and DO NOT provide. CHALLENGE: Find out what constitutes state-of-the-art security measures in several kinds of locales, such as museums, airports, sports arenas, etc. What events/activities led to changes/improvements in each?

LESSONS OF THE ROAD

3. WHILE VIEWING: Have students look for information that supports or refutes the effectiveness of driver education courses. AFTER VIEWING: From their own experiences, do they agree or disagree with the video information? Using HANDOUT (pg 4), have student groups examine current driver ed programs available to them and propose reforms.

EXTENSION: Check http://www.aaafts.org/aaa/text/drivered.html to find, critique and elaborate on "AAA Foundation for Traffic Safety" recommendations for driver education reform.

INTERNATIONAL DESK: HONG KONG JAZZ

4. Why is Eugene Pao unique? Why is it important for him to build a reputation in Asia before coming to the U.S.? Describe an area in which an American might feel reluctant to perform in Hong Kong or China.
5. How has Pao's music bridged cultural gaps within Asia? Across the Pacific? Have students draw and share editorial cartoons depicting a "cultural bridge" between nations and the ideas and information that might cross over.
6. Guide students to use the HANDOUT (pg 3) to discover and describe musical genres that define regions around the world. What makes each unique to its origins?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Al-Hayat Kofi Annan FBI Driver's Education invincible

***** * * ***** ** * January 14, 1997 (3)

STUDENT HANDOUT:
DESK: MUSIC AND CULTURE

DIRECTIONS: Complete the following grid as you and your group define musical genres for selected regions around the world. Begin with the U.S. and "jazz" and then research to discover other musical/cultural connections in the U.S. and in other countries.

COUNTRY OF ORIGIN	MUSICAL GENRE	INSTRUMENTS/ SOUND	HISTORY/ PERFORMANCE
U.S.	Jazz		

strengths and weaknesses, design the most effective course.

CURRENT PROGRAM	STRENGTHS	WEAKNESSES	REFORMS
1. Driving by the book			
2. In-car instruction			
3. On-the-road instruction			
4. Parental involvement			
5. Continuing safe driving education			
6. Community outreach			
7.			
8.			

January 14, 1997 (5)

** NEWSROOM WORLDVIEW

BELARUS MEDIA: BELARUS--POLITICS

1. How has Pres. Lukashenko increased his control over Belarus? Why has the international community paid little attention to events there? Have students find out if Lukashenko has controlled the media's access to Belarus. Have student groups
   a. examine issues of major newsmagazines over the past year for any stories about Belarus;
   b. list the bibliographic data and write a brief summary of

each story they find;
c. compile their summaries into a brief review of what the international community has heard about events in Belarus;
d. compare their compilation with events shown in the video.
Ask: Is it true that no one paid attention "until it was too late"? If the international community had been well informed, what might have changed? Explain. What do you think should be the media's role in protecting peoples' rights and freedoms? How does this story match with your definition of the role of the media?
INTERNET: http://www.city.net/countries/belarus/categories.html#info
http://www.yahoo.com/text/Regional/Countries/
Belarus/Government/

TIBETAN VILLAGE: TIBET--SOCIAL LIFE AND CUSTOMS
2. Why is the center of Tibetan culture found in New Delhi, India? What are the goals of this group of people?
INTERNET: http://www.labornet.org/tibet/

NOBEL PRIZE MEDICINE: MEDICINE--RESEARCH; NOBEL PRIZES
3. Discuss the importance of Dr. Dougherty's and Dr. Zinkernagle's research. Then, in groups, have students look closely at the extent to which improved medical practice has been better able to manage serious diseases. Have groups identify 3 or more diseases that have caused serious medical problems consistently over the past 50 years and gather data about the
a. percentage of the population affected by these diseases.
b. death rate among those affected in several developed countries since 1950.
Plot your data on a graph and draw conclusions. To what extent are we better able to manage these diseases today than we were 50 years ago? What impact has this had on the quality of peoples lives? Should the government support medical research like that done by these Nobel recipients or should other social problems be a priority? Explain your reasoning.
INTERNET: http://www.almaz.com/nobel/
----------WORLDVIEW: TODAY'S NEWS TERMS----------
referendum Dalai Lama immune system T-Cells receptors hypothesis

Wednesday, January 15, 1997

Wednesday, January 15, 1997

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Israel and the PLO have reached an agreement on the future of Hebron.	6:45	7:45
HEADLINES	OPPOSITION SCORES VICTORY IN SERBIA S.KOREAN LABOR STRIKE CONTINUES	:45	8:30
BUSINESS DESK	A modest New York company is the brain behind several successful sports logos.	2:00	10:30
SPACE/PLACE	ATLANTIS and MIR dock successfully.	:30	11:00
LESSONS OF THE ROAD	(Part III) The leading killer of U.S. teens preys on inexperience and immaturity.	3:05	14:05
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:00	16:05
TOP OF THE WORLD	The U.S. looks to the Caribbean for help in its fight against smuggling.	2:50	18:55
INSIDE ASIA	India and China attempt to convert their hostilities into a good relationship.	2:45	21:40
NOBEL ECONOMICS	Nobel Prize goes to researchers study how everyday economic decisions are made.	5:10	26:50
TAKING CARE OF BUSINESS	High-dollar design fashions are all the rage in Japan.	1:55	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

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ANCHOR DESK January 15, 1997 (2)

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TOP STORY: HEBRON AGREEMENT

1. BEFORE VIEWING today's TOP STORY, distribute the STUDENT RESOURCE (pg 4). As a class, read the information given in order to familiarize students with the strategic and cultural importance of the city of Hebron to both Arabs and Israelis. Direct students to save this RESOURCE and refer to it as they follow this developing story in discussion.
2. Why is this latest agreement between the Palestinians and Israelis such a significant step? Why have the peace talks stagnated in recent months? Explain how this agreement "crosses the psychological barrier of mistrust" between Arabs and Israelis.
3. Who is Israeli P.M. Netanyahu's constituency? Working in small groups, have students research the particulars behind this agreement, the political forces that ushered Mr. Netanyahu into power and reasons for their opposition to the peace process. Share findings in class discussion. Challenge each student to write a short speech Mr. Netanyahu might deliver to his supporters to try to persuade them to accept this accord.

BUSINESS DESK: LOGO MEN

4. How do Florida Panther fans demonstrate their loyalty? Have students describe the purpose of a logo as a marketing tool then identify logos students believe exemplify some of the best. What features make these particular logos distinctive?
5. Group students and distribute a copy of the HANDOUT (pg 3) to each student.
   a. Review features students said made some logos stand out.
   b. Then have each student recreate 2 companies' logos on the HANDOUT and describe each logo's eye-grabbing features.
   c. When those logos are completed, ask each group to consider itself a company, identify a product to market and design a logo for that company.

   Have each group describe its "product" and present the logo design to the class. Have the class critique whether or not the logo "fits" the marketed product.

LESSONS OF THE ROAD, PART III

6. WHILE VIEWING: Note the restrictions placed on young drivers in some states. AFTER VIEWING: Discuss each restriction and your students' assessment of whether the restriction will make a difference in teen accidents. Students must support their responses. What local restrictions apply to young drivers? What impact have these had on accident statistics?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Yitzhak Rabin Shimon Peres Dennis Ross logo restricted license

January 15, 1997 (3)

STUDENT HANDOUT: EYE-POPPING LOGOS!

DIRECTIONS: Draw from memory any 2 business/team logos. Describe the features that enabled you to remember not only the business but the logo itself. Then use the box at the bottom to design a logo for a product you and your group will decide on together.

Company: _____ Eye-Grabbing Features:

Company: _____ Eye-Grabbing Features:

Your Company's Product: _____

January 15, 1997 (4)

STUDENT RESOURCE: HEBRON

Here are some facts about Hebron, the last West Bank city still under

Israeli control.

LOCATION: Hebron is located about 20 miles south of Jerusalem.

POPULATION: Hebron is home to about 130,000 Palestinians and 500 Jews, the latter living in 5 enclaves in the city center. About 5,000 Israelis are in the Kiryat Arba settlement on the outskirts of Hebron.

HISTORY: Jews lived in Hebron during the Byzantine, Arab and Ottoman periods until 1929, when Arab riots killed 67 Jews. Hundreds of Jews fled the city.

The British occupied Palestine from 1918, the end of WWI, until 1947, when the United Nations divided it into Jewish and Arab states. Israel declared its independence and became a nation in 1948. Jordan occupied what is now known as the West Bank and east Jerusalem during the 1948-49 war. Israel captured Hebron from Jordan during the 1967 Mideast war.

In April 1968, a group of Jewish activists registered at the Park Hotel and announced they had come to reestablish a Jewish presence in Hebron. In 1972, the first apartment buildings in the Jewish settlement of Kiryat Arba were completed. In February 1994, Jewish settler Baruch Goldstein killed 29 Palestinian worshippers at the Tomb of the Patriarchs. Survivors of the attack beat him to death.

RELIGIOUS SIGNIFICANCE: The Tomb of the Patriarchs, holy to both Jews and Muslims, houses the traditional burial sites of biblical patriarchs Abraham, Isaac and Jacob and matriarchs Sarah, Rebecca and Leah. Both the Hebrew name, Hebron, and the Arabic name, Al Khalil, derive from the word "friend," a reference to Abraham, the shared forefather of both Jews and Muslims.

REDEPLOYMENT: The Israeli Army is set to pull troops out of 80% of the city. Troops will remain in the city center, where 15,000-20,000 Palestinians live near Israeli settlers. Israel postponed the redeployment, originally scheduled for March 1996, after a series of suicide bombings killed 63 people in Israel. Israeli Prime Minister Netanyahu delayed it further, reopening negotiations to increase security for the settlers.

----------CNN NEWSROOM: RELIABLE RESOURCES----------
HEBRON FACTS: Facts about Hebron, the last West Bank city under Israeli control, by the Associated Press, CNN NEWS, Jan. 14, 1996.

***** ** ** * January 15, 1997 (5)
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* * ** **
******** ** ** NEWSROOM WORLDVIEW

CARIBBEAN SMUGGLING: USA--SMUGGLING; CARIBBEAN--SMUGGLING
1. What types of smuggling is the U.S. trying to stop in the Caribbean? Why is this difficult? In groups, have students
   a. study a map of the Caribbean area, naming then color coding the islands to indicate average annual income or per capita gross national product.
   b. collect additional data about the length of the U.S.

coastline from New York to the Texas-Mexico border and the number of vessels in the U.S. Coast Guard.

How might these factors promote smuggling? What other factors might contribute to the problem? Is increasing enforcement the best solution or are alternatives available? How does the U.S. want Haiti/Dominican Republic to help? If you represented the government of either of these island nations, how would you react to the U.S proposal? Explain.

INTERNET: http://www.city.net/regions/caribbean/categories.html#info

INDIA/CHINA BORDER DEALS: INDIA--CHINA--FOREIGN RELATIONS

2. What problems have plagued India's relationship with China in the past? What steps have been taken recently in an effort to improve the situation? Why is India interested in improved relations with China?

INTERNET: http://www.webpage.com/hindu/950930/15/3013b.html

NOBEL ECONOMICS: ECONOMICS; NOBEL PRIZES

3. Discuss the theories suggested by Vickrey and Mirrlees. Why do they consider information to be so important to economic decision-making? Evaluate the role of information in the decision-making process. Select a major economic decision facing you (choosing a college, article of clothing, etc.). List of what you already know about each choice. Can you make a sound decision at this point? In segments of 15 minutes, collect additional information, but no more than 3 times. At what point did you have enough information to make a valid decision? Was all of the information of equal value? How did the additional information affect your thinking about the alternatives? Use what you have learned to list the factors involved. How would this process be changed if one had no information, or had only partial or conflicting information about the choices? Why might information about this type of decision-making be important to people who study patterns of economic decision-making?

INTERNET: http://www.nobel.se/announcement-96/economy96.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

rhetoric contraband sovereignty pragmatism incentive

NEWS NEWSROOM

Thursday, January 16, 1997

Thursday, January 16, 1997

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Israelis express a mixed reaction to the latest Mideast peace agreement.	5:15	6:15
HEADLINES	CHANGES TO BOEING 737s; ANOTHER HOUSE MEMBER BOWS OUT OF GINGRICH PROBE	1:00	7:15
SCIENCE DESK	A study of latex gloves has raised concern in the medical community.	2:45	10:00
JUST THE FACTS	The United States government will release once-classified films on nuclear weapons.	:45	10:45
LESSONS OF THE ROAD	(Part IV) Often parents hold the key to making sure teens drive well.	3:35	14:20
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:45	16:05
TOP OF THE WORLD	The chemistry prize winner works with a molecule shaped like a soccer ball.	6:50	22:55
NOBEL PHYSICS	The Nobel Prize in physics went to three men who are working on the frontier of science.	6:25	29:20
CNN NEWSROOM WORLDVIEW CLOSE		:40	30:00

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ANCHOR DESK January 16, 1997 (2)

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TOP STORY: MIDEAST PEACE AGREEMENT

1. What is the primary objective of the latest Mideast peace agreement? How was this accord received by the a) Palestinian Cabinet and b) Israeli Cabinet?
2. How do the Palestinian people feel about the Hebron agreement? Many Jewish settlers who live in the region are angry. Why?
   a. Group students and have each group research
      i. Hebron's importance to both Palestinians and Israelis (NOTE: See CNN NEWSROOM Guide STUDENT RESOURCE (pg 4) for January 15, 1997, for background information) and
      ii. the differing opinions of Israeli hardliners, Mideast peace supporters and Palestinians on the return of West Bank territories to the Palestinians.
   b. Have groups share their findings in class discussion.
   c. Challenge each student to select one of those three interests and write a newspaper editorial one might expect to read in support or condemnation of this latest accord. Instruct students to support the opinions offered in their editorials with information they have researched and discussed.
3. Ask: Who is the U.S. envoy who helped to arrange the Hebron agreement? Why do you think the U.S. is interested in jump-starting the Mideast peace process? Challenge students to act as Chief Envoy Dennis Ross and write letters to their "boss" President Clinton, explaining what has transpired in this latest agreement and how it benefits the United States and the rest of the international community.

LESSONS OF THE ROAD (PART IV)

4. Explain how Karrie and her parents worked together to prepare Karrie for driving. Do you agree or disagree with their approach? Explain.
5. Pose this question to students: Suppose it was your job to teach a very young brother or sister how to ride a bicycle. Where would you begin? How would you prepare him/her to ride on neighborhood streets where cars travel also? Group students and have each group devise a game plan to prepare a young child for riding a bike in his/her neighborhood. Share the plans and discuss the similarities with learning to ride a bike with learning to drive a car. Why are practice, education and "common sense" vital in each experience? Discuss.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

"The Holy Land" May 14, 1948 autonomy cede parallel parking

DESK: LATEX GLOVES

1. BEFORE VIEWING: Ask students to recall their last visit to a health care professional. Ask them to describe this professional's clothing. What items are universally worn by health care professionals? Why? What other professions make use of such apparel?

2. AFTER VIEWING ask: Under what conditions do some researchers think latex gloves lose their effectiveness? Is this considered a problem by users of the gloves? Explain. What could be done to mediate the problem?

3. What is "latex"? When was it invented? From what is it made? What other compounds have similar properties? Are these compounds made into protective gloves? Why/Why not? Research to find the answer to these questions. Compile your answers in a report on latex.

4. What is "porosity"? Are all things porous? What causes some materials to allow passage of certain chemicals but acts as a barrier to others (semi-permeable)? What cellular component is semi-permeable? Use your text and other resources to discover how the cell membrane acts as a semi-permeable membrane. Compare the function of the cell membrane to a latex membrane. Which is more complex? Explain.

5. Collect the materials listed on the HANDOUT (pg 4) and arrange for student access to lab space to complete the following experiment. Distribute copies of the HANDOUT and challenge students to follow the directions to assess the porosity of latex gloves when exposed to water. After completing the experiment, instruct students to respond to the following questions and write a formal conclusion to the experiment.
   a. How would you explain the presence of blue or black solution in the 1 liter beakers, but not in the gloves? Based on the size of a starch molecule is this likely? Explain.
   b. In this experiment, what models the infective agent? Is this a good model? Why/Why not?
   c. What were possible sources of error in this experiment? How could they be eliminated?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

latex gloves	HIV	Hepatitis B	porous
epidemiologist	permeable	bacteriophage	protein barrier

January 16, 1997 (4)

STUDENT HANDOUT: POROSITY OF LATEX

DIRECTIONS: Doctors, dentists, EMTs, even coaches, depend on the micro barrier of latex to protect them from contaminated bodily fluids. But how can we be sure they work? Questions have been

raised about the efficiency of wet latex gloves. Follow the directions below to discover if the porosity of latex gloves changes with exposure to water.

PURPOSE: To determine if exposure to water significantly changes a latex glove's permeability to Lugol's Iodine solution.

HYPOTHESIS: (What do you expect?) _____

_____

MATERIALS:
- 2 pair of clear latex gloves
- 1 liter of 10% starch solution
- 500 ml Lugol's solution
- timers
- permanent markers
- 4 1-liter beakers
- safety goggles
- protective aprons
- 3 100-ml beakers

PROCEDURE:

1. Mark the gloves #1-4 and the 100-ml beakers #1-3. Fill the 3 beakers half way with sterile distilled water. Place glove #1 into beaker #1 so that it is totally immersed. Start the timer.
2. After 15 minutes immerse glove #2 into beaker #2; after an additional 15 minutes immerse glove #3 into beaker #3. Glove #4 will not be immersed, it is the control.
3. Label the four 1-liter beakers #1-4. Into each place 500 ml of distilled water and 125 ml of Lugol's solution.
4. When glove #3 has been submerged for 15 minutes (glove #2 for 30, and glove #1 for 45) remove them from the water. Carefully pour 250 ml of the starch solution into each of the 4 gloves. Tie the wrist ends of the gloves to prevent leaks.
5. Immerse all 4 of the starch-filled gloves in the 1-liter beakers containing the Lugol's solution, making sure to match the numbers of gloves to beakers. Start the timer.
6. Carefully observe the color of the solution in the gloves. If it turns blue or black, Lugol's is passing through the latex barrier and reacting with the starch. If there is no color change, the latex barrier is intact. Record color changes on a chart, such as the one below. Use additional paper as needed.

TIME	GLOVE 1	GLOVE 2	GLOVE 3	GLOVE 4
0 min				

January 16, 1997 (5)

NEWSROOM WORLDVIEW

NOBEL CHEMISTRY: CHEMISTRY--NOBEL PRIZES

1. WHILE VIEWING: Note the chemists' earlier career plans, where they are from and how they became accomplished researchers.
   AFTER VIEWING: Have students:
   a. Identify all of the disciplines in which Nobel Prizes are awarded and, either in groups or as individuals, gather information about the past winners.
   b. Look especially at the country in which each Nobel Prize winner grew up. Using a world map, plot the country of

origin for each of the winners in their selected discipline and color code the locations to represent the decade in which they won their Nobel honors.

i. What patterns do you see in your data?
ii. Are some countries more likely to produce winners?
iii. Have these patterns changed over time?
iv. How do the patterns compare with those identified by students who are researching other Nobel disciplines?
v. What factors do you think are most important in the ability of some countries to produce so many Nobel Prize winners?

c. Gather information about a winner in your discipline and write a short biographical sketch of his/her life.
d. Compare sketches and identify the factors that were most influential in guiding them toward the Prize. Are these factors attributable more to personal characteristics or to their environment? What does this tell you about the conditions under which Nobel Prize winners develop?

INTERNET: http://www.chim.unifi.it:8080/~cardini/bucky.html
http://www.almaz.com/nobel/

NOBEL PHYSICS: PHYSICS--NOBEL PRIZES

2. How did superfluid helium 3 come to be discovered? Discuss the implications of this discovery then have students select a Nobel Prize discipline and gather information about the discoveries which have received Prizes. Relate the work of these scholars to the development of items which are a part of your daily life. How long does it usually take for these researchers' theories/discoveries to become products or practical applications? Will the discovery of superfluid helium 3 be a part of our daily life someday? How might it be used and with what effect?

INTERNET: http://sga.ex.ac.uk/aip/physnews.290.html
http://www.almaz.com/nobel/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Buckyball conductivity posterity counter-intuitive superfluidity

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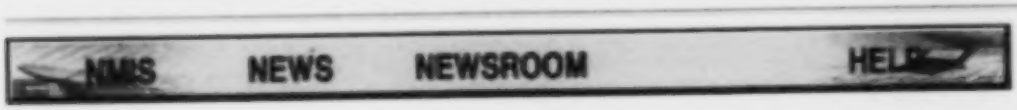

NEWS NEWSROOM

Friday, January 17, 1997

Friday, January 17, 1997

NEWSROOM

SPECIAL NOTE: In observance of Martin Luther King, Jr. Day in the U.S., there will be no Daily Guide on Monday, Jan. 20th. CNN NEWSROOM will air as usual on Monday.

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Two explosions rock a family planning clinic in Atlanta, Georgia.	2:50	3:50
HEADLINES	HOUSE ETHICS COMMITTEE TO COMPLETE ITS PROBE; GLOBAL PRESSURE ON MILOSEVIC	1:00	4:50
EDITOR'S DESK	CNN NEWSROOM updates stories on the Hebron agreement, AL-HAYAT letter bombs and the "State of the World" report.	2:55	7:45
CLINTON INAUGURAL	NEXT WEEK: Watch for our "behind-the scenes" coverage of this event.	:35	8:20
FIRST LADIES	(PART I) The First Lady is always subject to criticism, no matter what she does or does not do.	5:40	14:00
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:00	16:00
TOP OF THE WORLD	Russian farmers are having a hard time growing enough food to feed everyone.	3:05	19:05
NOBEL LITERATURE	Polish poet Wislava Szymborska wins the Nobel Prize in literature.	6:25	25:30
INSIDE ASIA	Thai artist Vanessa Mae draws on an older tradition to provide New Age music.	4:00	29:30
CNN NEWSROOM WORLDVIEW CLOSE		:30	30:00

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ANCHOR DESK January 17, 1997 (2)

TOP STORY: CLINIC EXPLOSIONS

1. What was especially disturbing about yesterday's explosions at a family planning clinic in Atlanta, Georgia? Why were law enforcement authorities angry? Where else have you seen this kind of terrorism used?
2. Authorities say it will take at least a week for them to wrap up their investigation of this incident. What kinds of clues do you think they are looking for and how do they conduct their investigation? Group students. Have each group list things investigators might look for or consider as clues. Share lists. Discuss why investigations like this one, and the one of the Olympic Park bombing, are long, tedious processes.

EDITOR'S DESK/NEWSQUIZ (pg 4)

3. Today's NEWSQUIZ tests students' understanding of the issues driving the week's top stories. Have each student identify the issue(s) raised in each story. Answers will vary. Then ask them to choose one of those stories and write a lead paragraph for a news story that includes the 5Ws.

FIRST LADIES (PART I)

4. In what ways is the role of the First Lady a difficult one? Cite specifics from the video to support your answer.
5. AFTER VIEWING: Discuss why historian Carl Anthony calls the First Lady "the wild card of American politics." Then group students. Challenge each group to choose one First Lady who "responded in an emergency" and research and present her personal profile. For what dramatic or "symbolic" action is she remembered? How has history regarded her action?
6. Have each student choose a First Lady and research the events that took place during her husband's presidency. Then have the student write a journal entry the First Lady may have written as that event took place. Have each student briefly summarize the event, then read his/her journal entry for the class. How does this give us another, more human insight into presidential decisions and dilemmas? Would this First Lady have agreed with Barbara Bush when she says that the "pluses outweigh the minuses" when it comes to being First Lady? Discuss.

MEDIA LITERACY: TEEN DRIVERS

7. Lead a discussion of media's depiction of young drivers. Have students describe typical words, phrases and scenes. What images dominate? What message do students believe is conveyed? Group students. Distribute a copy of the HANDOUT (pg 3) to each student to record and analyze his/her own impressions of the media's portrayal of young drivers.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

command post motive First Lady public expectations image

January 17, 1997 (3)

MEDIA LITERACY: TEEN DRIVERS IN THE NEWS

DIRECTIONS: Use information from the class and group discussion and from media sources to investigate the media's portrayal of young drivers.

A. What adjectives are used in the media (TV, motion pictures, radio, newspapers, newsmagazines) to describe young drivers?

_____ _____

_____ _____

_____ _____

B. What images are typical in portraying the actions of young drivers?

_____

_____

_____

C. In what situations are young drivers most often portrayed? (Consider movie scenes, news reports, sit-com plot lines, etc.)

_____

_____

_____

_____

_____

_____

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Work with your group to present in written and/or graphic form the kind of image you would want to see presented in the media about young drivers. HINT: Use what you know about your own or a friend's driving record and experience. Share your ad campaign in class.

01/17/97 (4)

TOP OF THE WORLD

DIRECTIONS: This NEWSQUIZ tests your understanding of the issues driving the week's top stories. We've given you a brief description of each story. All you have to do is identify the stories' ISSUE(S).

TOP STORY: STATE OF THE WORLD
WHAT IT'S ABOUT: World Progress Report since 1992 Rio Earth Summit

ISSUE(S): _____

_____

TOP STORY: AL-HAYAT BOMBS
WHAT IT'S ABOUT: Letter bombs sent to London & UN newspaper offices

ISSUE(S): _____

_____

TOP STORY: HEBRON AGREEMENT
WHAT IT'S ABOUT: Israeli troop pullout from Hebron

ISSUE(S): _____

_____

TOP STORY: MIDEAST PEACE AGREEMENT
WHAT IT'S ABOUT: Israel's Cabinet votes to approve Hebron accord

ISSUE(S): _____

_____

TOP STORY: CLINIC BOMBING
WHAT IT'S ABOUT: Bombs explode at family planning clinic in Atlanta

ISSUE(S): _____

_____

Now, choose one of the stories above and write a one-paragraph description that includes its WHO, WHAT, WHEN, WHERE and WHY.

January 17, 1997 (5)

NEWSROOM WORLDVIEW

FOOD RUSSIA: RUSSIA--AGRICULTURE; RUSSIA--COOPERATIVE AGRICULTURE

1. Discuss the problems Russia's farms are having and why people are reluctant to leave the collective. Group students and have them gather information
   a. on the organization and the functions of a typical Soviet collective farm; use the data to create a graphic model

showing how decisions are made, how the work is allocated and how the members benefit from their production.

b. on Israeli collectives (kibbutz) and use that data to develop another model along the same lines as the first.

Compare the two models and list the differences/similarities. Consider the items on the groups' lists:

a. Which factors do they think give the kibbutz a high level of productivity and the Russian collective farm a low level of productivity?

b. What things would have to be done to improve the Russian collective farms' productivity?

c. What would be necessary to privatize the collective farms and insure that the production would not initially fall below the current level and would improve in the long run?

Ask: If you were the Minister of Agriculture, what would you recommend for the future of the Russian collective farms?

INTERNET: http://www.city.net/countries/russia/categories.html#info
http://www.yahoo.com/text/Regional/Countries/Russia/

NOBEL LITERATURE: LITERATURE--NOBEL PRIZES

2. What is Wislava Szymborska's background? In what ways are her life experiences an essential part of her poetry? Modeling the poetry of Wislava Szymborska, ask students to identify a common object/event and write a poem that presents that object/event from a unique perspective or in an insightful way. Have students share their poems. Ask: How much of your poetry writing experience involved art and how much was mere mechanics? Find some examples of well-respected modern poetry. Read it aloud and compare its qualities with that of Szymborska and your own poetry. What are the characteristics of good poetry? What is it that makes the poet an artist?

INTERNET: http://www.vicnet.net.au/~polclub/pol_k700.htm
http://www.city.net/countries/poland/categories.html#info

THAI VANESSA MAE: THAILAND--MUSIC--NEW AGE

3. How has Vanessa Mae drawn on traditional Thai music in order to create her contribution to New Age music?

INTERNET: http://anime.berkeley.edu/herald/mar96/music/mae.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

sovereignty collective farm mysticism omnipotent

Tuesday, January 21, 1997

Tuesday, January 21, 1997

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	William Jefferson Clinton is sworn in as U.S. President in yesterday's inaugural ceremonies.	5:00	6:00
HEADLINES	ARAFAT IN HEBRON; ALGERIAN CAR BOMBING; OKLAHOMA CLINIC BOMBING; ATLANTIS, MIR SEPARATE; GINGRICH PROBE CLOSING	1:00	7:00
CLOSE UP KIDS	Recent immigrant students in the U.S. participate in inaugural festivities as part of a Close Up Foundation program.	3:30	10:30
POP QUIZ	Inauguration trivia	:30	11:00
INAUGURAL BALLS	Twenty-first Century Ball is the first inaugural ball dedicated to American young people.	3:30	14:30
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:10	15:40
TOP OF THE WORLD	UNICEF reports that tens of millions of children worldwide are forced to work.	2:50	18:30
DID U KNOW? PAPAL VISIT	Pope John Paul II is scheduled to visit Cuba early next year.	3:10	21:40
INSIDE ASIA	China confronts censorship, international relations in its battles with the movies.	5:50	27:30
TAKING CARE OF BUSINESS	A new theme park wants to bring snow to tropical Thailand.	2:00	29:30
CNN NEWSROOM WORLDVIEW CLOSE		:30	30:00

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ANCHOR DESK January 21, 1997 (2)


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*       country and the world with Turner Adventure Learning!       *
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TOP STORY: INAUGURATION

1. WHILE VIEWING: Ask students to note the various elements that make up an inauguration. AFTER VIEWING: Lead a class discussion of the different activities and categorize these as constitutional, customary or unique. Ask students to comment on why they believe each one is/is not essential and/or important to the inaugural process.
2. What themes seemed to underscore Pres. Clinton's inauguration? How were those ideas reflected in his Inaugural Address? Challenge students to examine other reflections of history through inaugural speeches.
   a. Distribute the HANDOUT (pg 3) and have volunteers read the excerpts aloud. Then group students.
   b. Have each group select one excerpt, research the events influencing that speech and share its findings.
   c. Have each student choose one excerpt and write a brief essay describing the political, social and/or economic circumstances that led to that president's choice of words on Inauguration Day.
3. Distribute the HANDOUT (pg 4). Challenge student groups to undertake an Inauguration Scavenger Hunt. Allow groups ample time to research the answers to the questions given, then check answers. ANSWERS: 1-Thomas Jefferson; 2-George Washington (135 words), William Henry Harrison (10,000 words); 3-John Tyler; 4-Abraham Lincoln; 5-James Garfield; 6-Calvin Coolidge; 7-Harry S. Truman; 8-Lyndon B. Johnson. Help students add more questions and answers to create an "Inauguration Trivia" game and present it to your school's media center.

CLOSEUP KIDS

4. First, refer the class to the comment made in the video report that "...government is not a spectator sport and if it is to survive we all have to do our part." Then discuss: In what ways do people treat their government as a "spectator sport"? List actions students believe would transform a citizen-spectator into a citizen-participant.

INAUGURAL BALLS

5. Ask students: What was unique about the 21st Century Ball? Do you think it was important to include young people in the inaugural festivities in this way? Why/Why not?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

inauguration Martin Luther King, Jr. millennium capitol

January 21, 1997 (3)

** STUDENT HANDOUT: BEHIND THE SPEECHES

DIRECTIONS: Read each of the excepts from selected inaugural addresses that are shown below. Be prepared to discuss what you think the speaker is saying in each case. Then choose one excerpt, research the events surrounding that period and write a brief essay describing the political, social and/or economic circumstances that led to that President's choice of words on his Inauguration Day.

"The preservation of the sacred fire of liberty and the destiny of the republican model of government are...staked on the experiment entrusted to the hands of the American people."
---George Washington, First Inaugural Address, 1789

"I believe [the U.S. is]...the strongest Government on earth. I believe it is the only one where every man, at the call of the law, would fly to the standard of the law, and would meet invasions of the public order as his own personal concern. Sometimes it is said that man cannot be trusted with the government of himself. Can he, then, be trusted with the government of others? Or have we found angels in the forms of kings to govern him? Let history answer this question."
---Thomas Jefferson, First Inaugural Address, 1801

"I hold, that in contemplation of universal law, and of the Constitution, that the Union of these States is perpetual. Perpetuity is implied, if not expressed, in the fundamental law of all national governments. It is safe to assert that no government proper, ever had a provision in its organic law for its own termination."
---Abraham Lincoln, First Inaugural Address, 1861

"I see one-third of a nation ill-housed, ill-clad, ill-nourished."
---Franklin D. Roosevelt, Second Inaugural Address, 1937

"The world is very different now...And yet the same revolutionary beliefs for which our forefathers fought are still at issue around the globe -- the belief that the rights of man come not from the generosity of the state but from the hand of God...Let every nation, whether it wishes us well or ill know we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty."
---John F. Kennedy, Inaugural Address, 1961

January 21, 1997 (4)

** STUDENT HANDOUT: INAUGURATION SCAVENGER HUNT

DIRECTIONS: Use history resources to help you find the answers to

each question below. When you have checked your answers, add more of your own questions and answers to the list and use them to create an "Inaugural Trivia" game for your school's media center.

1. Who was the first and only president to walk to and from his inaugural?

_____

2. Who gave the shortest inaugural address? Who gave the longest?

_____

_____

3. Who was the first vice-president to assume the presidency due to the death of a president?

_____

4. In whose inaugural parade did African-Americans participate for the first time?

_____

5. Who was the first president who had his mother present at his inauguration?

_____

6. Which president had the oath of office administered to him by his father?

_____

7. Whose inauguration was the first to be televised?

_____

8. Who was the only president to take the oath of office aboard an airplane?

_____

***** ** ** * January 21, 1997 (5)
* * * * * *
* * * * * *
******** ** ** NEWSROOM WORLDVIEW

CHILD LABOR: UNITED NATIONS--UNICEF; CHILDREN--EMPLOYMENT

1. Why is UNICEF concerned about child labor? Which countries appear to be the biggest employers of child labor? Divide the class into groups. Have groups
   a. gather data on the roles children play around the world, especially in agricultural villages, hunter-gatherer cultures and urban areas in both less developed and developed countries.
   b. use their findings to develop graphic displays of the

roles children play in these cultures.
Have groups share their displays and use them as the background for the development of a "children's bill of rights," listing the rights every child should be guaranteed regardless of where the child is living. Then ask:
a. How practical is your list when you consider the data you have collected?
b. Does each country have the resources to insure these rights?
Direct each group to develop an implementation plan identifying the resources that must be in place for their plan to work. For example, if they think every child should have adequate medical care, doctors and medicine must be available. Compare groups' plans with UNICEF's ideas about the rights of the world's children. When all the lists and plans are completed, have groups send a copy to UNICEF or to the UN Secretary-General for consideration and advice on what the groups can do to make their plan a reality. Ask groups: If implemented, how would you expect your plan to change each of the cultures you researched? What do you think might be the biggest barriers to implementing such a plan?
INTERNET: http://www.unicef.org.

CUBA PAPAL VISIT: CUBA--POLITICS; POPES--VOYAGES AND TRAVELS
2. Why has Fidel Castro invited the Pope to visit Cuba? Why are the Cuban people excited about the visit? Review news sources since John Paul II became Pope in 1978. List talks, initiatives and/or actions that demonstrate his involvement in other than purely religious matters. Considering the items on your list, in what types of problems does he involve himself? Describe some of his notable successes. Considering his record, to what extent might he intercede to end Cuba's economic, political and religious isolation? Considering his record, how would you expect his visit to affect the people of Cuba? Explain.
INTERNET: http://www.ucalgary.ca/~lipton/christian1.html#Catholic

----------WORLDVIEW: TODAY'S NEWS TERMS----------

exploitative labor compulsory education joint ventures propaganda

NEWS NEWSROOM

Wednesday, January 22, 1997

Wednesday, January 22, 1997

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	U.S. House sanctions Newt Gingrich.	3:20	4:20
HEADLINES	NATION HONORS KING; SERBIA COURT RULES AGAINST OPPOSITION; YELTSIN RETURNS HOME	1:15	5:35
FYI	GM is the world's largest auto producer.	:45	6:20
BUSINESS DESK	General Motors rolls out the EV-1, its new, all-electric and very expensive car.	2:55	9:15
TODAY IN HISTORY	1970: First regularly scheduled commercial flight of Boeing 747 -- New York to London.	:25	9:40
COMMUNICATE	Student company recycles old computers.	2:35	12:15
QUOTE	Author Jose Ortega y Gasset, on culture	:30	12:45
CULTURAL DIVIDE	(PART I) First generation Asian-Americans grapple with issues of cultural identity.	2:25	15:10
TOSS TO CNN NEWSROOM WORLDVIEW	----------	:45	15:55
TOP OF THE WORLD	India has started a three year campaign to eradicate polio in the country.	3:25	20:15
TAKING CARE OF BUSINESS	Yugoslavia's recession is resulting in economic survival of the fittest.	2:20	22:35
INSIDE EUROPE	The controversy surrounding a Van Gogh painting did not end at a recent auction.	2:35	25:10
WHERE IN WORLD	Princess Masako is having some difficulty handling the pressures of being a princess.	3:55	29:05
CNN NEWSROOM WORLDVIEW CLOSE		:55	30:00

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ANCHOR DESK January 22, 1997 (2)

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TOP STORY: NEWT GINGRICH

1. Review with students the charges made against Speaker of the House Newt Gingrich. In what way/ways, according to the Ethics Committee, did he fail "...to exercise the discipline and caution of his office...."? What penalty did the Committee levy? Ask: In your opinion, was this an appropriate penalty? Why/Why not?
2. WHILE VIEWING: Have students list Mr. Gingrich's choices for money sources that could tap to pay his fine. AFTER VIEWING: Discuss the pros and cons of each choice then have students, either aloud in class or in writing, respond to the question posed in the video report: "Does [Mr. Gingrich] have a choice"? Have students defend their responses.

COMMUNICATION TRANSFORMATION

3. Discuss with students the services FREEBYTES and KIDS ON-LINE provide to their communities. Then challenge students in small work groups to
   a. identify similar services in their own community and
   b. create a public relations campaign to advertise and raise the community's awareness of the existence of the service.

   If no such service exists locally, have student groups outline the model for a local program and identify potential donors and recipients. Have groups share their plans in class. Challenge students to implement the best plan.

CULTURAL DIVIDE, PART I

4. BEFORE VIEWING: Ask students to state how they define themselves culturally. How would their parents have responded? Their grandparents? What do they think accounts for the different responses across generations?
5. AFTER VIEWING: Discuss the generation conflicts mentioned in the video and solicit from students other examples. What experiences do first generation youth have in common, regardless of cultural identity? Create a class survey that will enable students to poll students throughout the school to determine the major areas of conflict. On completion, have students correlate their findings by identified cultural group. What are the major areas of conflict? What major similarities and differences did students find among the various cultures? Have students suggest and role play possible responses that would bridge the cultural gap.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Newt Gingrich partisan Ethics Committee first generation

January 22, 1997 (3)

** BUSINESS DESK: ELECTRIC CAR

1. BEFORE VIEWING: What are some complaints about gasoline-powered cars? What ideas have some offered to address these concerns?

2. AFTER VIEWING: Describe the EV-1. In what ways is it a "high stakes, high tech gamble" for General Motors?

3. What is the target market for the EV-1? What is the cost of this vehicle? Besides its price tag, what is it about the EV-1 that targets the more affluent consumer? Group students. Have each group work as a team of design and marketing specialists and come up with a list of recommendations to expand the target market for the EV-1 over the next decade. Have groups share their lists. Discuss how external market factors (e.g., supply, demand, production costs) may influence the expansion of the car's target market.

4. According to the video, the EV-1 can be leased in California and Arizona for about $600/month for three years. How does this arrangement make the car available to more people? What are the benefits and drawbacks of leasing cars for the consumer and for the car dealer? Have students work in groups to compare auto leasing vs. auto purchasing, and report their findings. Under what conditions does each method of acquiring a car make more financial sense to the consumer?

5. Distribute the HANDOUT (pg 4) to groups of students. Have each group use the video and other resources to determine the positives and negatives of the EV-1 from the perspective of each interest cited: environmental, oil industry, consumers and the auto industry. Have each group record its information in the form of the "good news/bad news" for each interest. After groups have shared their ideas, challenge each to create and present a television ad for the EV-1 that either (a) focuses on the "good news" about the car or (b) counters any "bad news" or objections that could be leveled at the EV-1.

6. It has been said often that the American culture is an automotive culture. Ask: How would that culture change if electric cars were widely used across the U.S.? How would these changes affect businesses and industries that depend on the car we use currently? After class discussion, challenge each student to write a brief paper describing what new business opportunities could arise as a result of this possible drastic change in personal transportation.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

General Motors EV-1 tax credit lease zero emissions Saturn

January 22, 1997 (4)

** STUDENT HANDOUT: ELECTRIC CAR: "GOOD NEWS/BAD NEWS"

DIRECTIONS: After you have seen today's BUSINESS DESK, conduct additional research to learn more about General Motors' EV-1. Then, for each category listed below, indicate any positives and/or negatives of the EV-1 as the "good news" and "bad news" from that perspective.

FOR ENVIRONMENTAL INTERESTS

The "good news":

The "bad news":

FOR THE OIL INDUSTRY

The "good news":

The "bad news":

FOR THE CONSUMER

The "good news":

The "bad news":

FOR THE AUTO INDUSTRY

The "good news":

The "bad news":

Share your ideas with the class. Then create and present a TV ad for the EV-1 that either (a) focuses on the "good news" about this car or (b) counters any "bad news" or objections that could be leveled at the EV-1.

January 22, 1997 (5)

** NEWSROOM WORLDVIEW

ASIA POLIO: INDIA--PUBLIC HEALTH; INDIA--DISEASES--POLIOMYELITIS

1. Where is polio still a major threat? How are the Rotarians proposing to eradicate the disease globally? Group students, give each group a world map and have each
   a. gather data about the number of cases of polio reported

annually in Southern Asia;
b. color-code that region on the map to indicate the areas of greatest concern; and,
c. find out how the vaccine works and how much protection it gives those who are vaccinated.

Is it possible to eradicate polio within a few years? Explain. Why will it be necessary to continue the program for 5 years after everyone is vaccinated?

INTERNET: http://detnews.com/menu/stories/27996.htm
http://www.who.org/

YUGO ECONOMICS: YUGOSLAVIA--ECONOMIC CONDITIONS

2. What factors cause problems in Yugoslavia's economy? How has the resulting recession affected the people?

INTERNET: http://www.city.net/countries/yugoslavia/categories.html#info

FRANCE VAN GOGH CURSE: FRENCH PAINTING--VINCENT VAN GOGH

3. Describe the controversy surrounding the "Garden at Auvers" and discuss the French government's position. Use media resources to find information about the "national treasures" issue, then debate: "Which is more important, the right of a country to keep its national treasures within its borders or the right of art owners to sell their art property as they wish"? List the strongest arguments for both sides. Use this list to formulate a policy which best protects the rights of art owners and still promotes national interests concerning art treasures. How would your policy have decided the "Garden of Auvers" case? Polish your final product and send a copy to your UN Ambassador as a suggested world convention on art and national treasures.

INTERNET: http://www.yahoo.com/text/Regional/Countries/France/

JAPAN PRINCESS: JAPAN--MONARCHY; JAPAN--MANNERS AND CUSTOMS

4. Discuss the traditionally restricted freedom of the royal family. Search for information on the organization/functions of the Japanese royal household, using your data to develop a display showing who really makes decisions and what the family members do for Japan.

INTERNET: http://www.smn.co.jp/topics/masako.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

vaccine immunization Rotarians entrepreneurs trade sanctions

NMIS NEWS NEWSROOM HELP

Thursday, January 23, 1997

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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The Roe v. Wade anniversary rekindles the debate over abortion.	4:35	5:35
HEADLINES	NEW STRIKES IN S. KOREA; ABC TO PAY DAMAGES	:45	6:20
NOW YOU KNOW	U.S. Senate confirms two Clinton nominees.	1:15	7:35
SCIENCE DESK	An age-old method of killing fire ants may prove to be best for the environment.	2:50	10:25
SPACE/PLACE	The shuttle ATLANTIS returns to Earth.	:40	11:05
BUSINESS BRIEF	Arabs and Israelis join forces to promote tourism in the Middle East.	1:30	12:35
CULTURAL DIVIDE	(Part II) Six young Asian-Americans talk about their clash of cultures.	2:00	14:35
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:10	15:45
TOP OF THE WORLD	The British are slowly dismantling their military force in Hong Kong.	2:25	18:10
INSIDE ASIA	Automobile traffic in New Delhi causes a real problem for many commuters.	3:10	21:20
TAKING CARE OF BUSINESS	Many students from other countries are attracted to United States' universities.	2:05	23:25
CHINA TAI CHI	The Chinese have a long tradition of staying fit with this form of martial art.	2:55	26:20
WILD KINGDOM	Arabian horses are again becoming a big business for horse breeders in Egypt.	2:20	28:40
CNN NEWSROOM WORLDVIEW CLOSE		1:20	30:00

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ANCHOR DESK January 23, 1997 (2)

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TOP STORY: 24th ANNIVERSARY OF ROE V. WADE

1. Explain the significance of the Roe v. Wade decision. What are the issues in the abortion debate from each side's perspective?
2. How has the Supreme Court tried to find a "middle ground" in the abortion debate? How did the Court reflect this compromise position in its latest decision on abortion? Why could neither side claim victory when the decision was announced? According to the video, polls demonstrate a willingness on the part of "most voters" to reach a compromise on this issue. Do you think voters would accept "middle ground" legislation on abortion? Explain. If so, give an example of what compromise legislation might say.
3. In today's TOP STORY, CNN Correspondent Bruce Morton calls abortion "the most stubborn, intractable issue on today's political landscape." Ask students to recall other volatile human issues, past or present, that do not (or did not) readily lend themselves to compromise or easy solution (e.g., slavery, assisted suicide, capital punishment). Write responses on the board, then group students. Have each group
   a. choose one issue mentioned;
   b. conduct extensive research to learn more about both sides of that issue; and,
   c. present a balanced report of their findings to the class.

EXTENSION: Compare the current status of each issue to that of the abortion issue. Has the issue been resolved? If so, how? If not, is there current legislation that attempts to resolve it?

BUSINESS BRIEF: MIDEAST TOURISM

4. Explain how free enterprise is nudging the Israelis and Arabs toward cooperation. Can you think of any other areas of the world where the same principle could be applied? Challenge students, working in groups, to create tourism or industry ads for regions that could benefit from economic cooperation in place of political tension.

CULTURAL DIVIDE (PART II): ROUNDTABLE DISCUSSION

5. Challenge each student to interview someone who came to the U.S. as a young person. Students will want to learn more about the two cultures those interviewed encountered growing up and how each dealt with them. Have students prepare questions in advance and write articles describing their interviews.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Roe v. Wade Supreme Court peers liberated country of origin

January 23, 1997 (3)

DESK: FIRE ANTS

1. BEFORE VIEWING: Ask students to describe ants. What do they look like? What do ants eat and where do they live? What are some of the different types of ants? In what ways are ants harmful to humans?

2. AFTER VIEWING ask: How do fire ants differ from other species? How are they similar? List ways that humans control fire ants. Would you consider fire ant control successful? Why/Why not?

3. Have students find out how biologists classify ants. Do all ants belong to the same family? same genus? Are the scientific names of ants descriptive? Working in groups, have students construct a field guide to ant species in your area. Use the completed guide to identify different species. Are any of these fire ants?

4. Ants are considered to be "social" insects. What does this mean? What other insects are social? Challenge students to construct a poster detailing life in an ant mound. On the poster students should
   a. identify the different casts and tell what they do.
   b. describe how each cast is dependent on the others.
   As a class, compare ant society with human society. Ask students: Which is more successful? Explain.

5. Distribute a copy of HANDOUT (pg 4) to each student. Instruct them to use information from the video and other references as necessary to complete the worksheet. When everyone is finished, divide the students into groups and assign each group one method of insect control. Have each group do the following:
   a. Create a multimedia presentation detailing their method of control.
   b. Culminate the presentation with a recommendation on use of their particular control.
   c. Share the information with local homeowners, farmers, landscapers and other interested parties.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

fire ants	insecticides	queen ant	social insect
pesticides	formic acid	allergic reaction	scientific name

January 23, 1997 (4)

STUDENT HANDOUT: INSECT CONTROL

DIRECTIONS: Insects comprise 75% of the all animal species and are amazingly successful, having found many ways to survive. Some, such

as the honey bee, benefit humans greatly. Ants, on the other hand, are dangerous competitors. Humans have developed many methods of insect control. Some of these are listed in the chart below. Add another method in the blank space. Use information from the video and other resources as needed to complete the chart.

METHOD OF CONTROL	HOW IT WORKS	ADVANTAGES	DISADVANTAGES
INSECTICIDES			
CAUSTIC CHEMICALS			
MECHANICAL CONTROLS			
FIRE			
BIOLOGICAL CONTROLS			

January 23, 1997 (5)

** NEWSROOM WORLDVIEW

HONG KONG ARMY: HONG KONG--POLITICS

1. What British military traditions are connected with Hong Kong? What will happen to Hong Kong's citizens who have served in Britain's army? Have students
   a. use information from recent newsmagazines to list the changes occurring in Hong Kong in anticipation of its reversion to Chinese control.
   b. speculate, after each listed item, about how this change will affect the lives of Hong Kong's people.
   c. focus on how the changes will affect a specific person such as a student, a business person or a soldier of

Chinese ancestry.
d. develop their characters and organize scenarios in which they interact and discuss their future in Hong Kong.
e. explain why their characters' expectations seem to be more positive or negative. What are their greatest concerns?
Ask: Who do you think will suffer most from this change in political control? How much of the concern is based on fear and how much is based on reality? Explain.
INTERNET: http://linc.cis.upenn.edu/~tsang/hk.html

CHINA TAI CHI: CHINA--HEALTH--EXERCISE; MARTIAL ARTS--TAI CHI
2. What are the suggested benefits of practicing Tai Chi? Why are U.S. medical practitioners investigating Tai Chi? Explore the general history, movements and purposes of Tai Chi and note its popularity outside China. List evidence supporting claims about its benefits. Develop a general hypothesis about those benefits and test your hypothesis by practicing some of the movements and studying the results. If you could influence the allocation of research funds, how would you react to a request for a grant to study the benefits of Tai Chi? On what evidence would you base your decision? What other information would you want to have before making that decision?
INTERNET: http://www.webcom.com/drwoods/taichi.html
http://www.acri.fau.edu/~gollobub/taichi/taichi.html

ARABIAN HORSES: EGYPT--BUSINESS--MARKETS; ARABIAN HORSES--BREEDING
3. What has caused a resurgence in interest in Arabian horses? How has this affected horse breeders in Egypt? In groups, have students create an ad campaign to sell Arabian horses, focusing on their qualities compared with those of other horses. Is the Arabian horse really the "Porsche" of horses? Explain.
INTERNET: http://www.ernet.com/arabians/abmnet/arabian-.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------
Gurkha rapport entrepreneur martial arts stress related diseases

NEWS NEWSROOM

Friday, January 24, 1997

Friday, January 24, 1997

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Congress gets involved in the debate over Ebonics.	3:20	4:20
HEADLINES	MADELEINE ALBRIGHT SWORN IN; SWISS BANKS TO SET UP HOLOCAUST FUND; GREEK STRIKES	1:00	5:20
EDITOR'S DESK	CNN NEWSROOM wraps up the week's big stories on the Clinton Inauguration, Speaker's punishment and abortion.	4:10	9:30
LOOK AHEAD	NEXT WEEK: History of Blue Jeans	1:10	10:40
CULTURAL DIVIDE	(Part III) Asian community centers help kids deal with ethnic issues.	3:05	13:45
TOSS TO CNN NEWSROOM WORLDVIEW		2:15	16:00
TOP OF THE WORLD	There are fears that Lake Victoria is dying due to over-fishing and pollution.	4:35	20:35
HIROSHIMA JAPAN SITE	A Japanese memorial commemorating those who died at Hiroshima has been completed.	2:25	23:00
INSIDE AFRICA	Alexandria, Egypt, celebrates 2000 years of culture with a staging of OTHELLO.	2:10	25:10
FRANCE MONT ST. MICHEL	An old abbey located in Normandy, France, offers much to the determined tourist.	4:15	29:25
CNN NEWSROOM WORLDVIEW CLOSE		:35	30:00

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ANCHOR DESK January 24, 1997 (2)

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TOP STORY: EBONICS

1. WHILE VIEWING: Have students note the issues raised about using Ebonics as a teaching tool. AFTER VIEWING: First, ask students to define Ebonics. Then, as a class, list on the board the issues students identified while viewing. Ask: If you were in a position to dispense federal funds for education, what would you need to know to make a decision? Could you make a decision regarding Ebonics based on this video report? Why/Why not? List questions students still need answered then challenge student groups to use media resources to find the answers and/or develop more questions.

EDITOR'S DESK/NEWSQUIZ (pg 4)

2. Today's NEWSQUIZ asks each student to recall the specifics of some issues-oriented news and feature stories that appeared on CNN NEWSROOM. Answers will vary. On completion, have each student choose one of those issues and develop either a list of questions a reporter might ask to further clarify the positions taken or, debate topics. Using the latter, have them research some of these issues further and hold informal class debates.

MEDIA LITERACY

3. Distribute the HANDOUT (pg 3) to groups of students. Read the directions as a class, then help groups locate and record issues that received extensive media coverage, as well as the issues that are currently at the top of Pres. Clinton's second term agenda. When groups have completed their charts, have them discuss their findings and their responses to the questions at the bottom of the HANDOUT.

EXTENSION: Have groups conduct research to determine what issues were part of Pres. Clinton's agenda at the beginning of his first term. Discuss: To what degree was the media involved in shaping that agenda? What role did public opinion play in determining the issues that characterized his first term?

CULTURAL DIVIDE (PART III): ASIAN COMMUNITY CENTER

4. How do cultural organizations and community centers help young Asian-Americans feel "connected to their heritage"? Why is there a need for this "connection" among many young Americans of Asian descent?

5. Are there any cultural centers in your community like the one in the video? If so, arrange for a class visit or invite a representative of the center to make a presentation to the class. If not, group students and have each group come up with a proposal for the establishment of a cultural community center that would meet the needs of your community's population.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Ebonics political correctness Oakland, Calif. peer assistance

***** ** ** * January 24, 1997 (3)

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*      *   * *   * * STUDENT HANDOUT:
********    **    ** MEDIA LITERACY:  SETTING THE AGENDA
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DIRECTIONS: Media attention to specific issues, combined with public opinion, can have a tremendous impact on a president's agenda. Sometimes, extensive media coverage of an event or issue generates a public outcry demanding government action in response. To examine the media's role in "setting the agenda," first search your media resources to list issues that have received the most coverage in recent weeks. Fill in this information in Column #1. Next, search media resources from the same period to determine the issues President Clinton will likely face as he begins his second term. Place these in Column #2.

ISSUES WITH MOST MEDIA COVERAGE	ISSUES PRES. CLINTON WILL FACE

Review your data and share it with the class. Are there any issues common to both sides of the chart? Are there any issues that have received extensive media coverage BUT are not currently forecast to be major issues promoted in Pres. Clinton's second term? Why do you think this is so? What would have to happen for some of these "media issues" to become important components of the presidential agenda? Discuss.

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*   ** *       *  * *  *      * * * * *   *  *   *     AND THE
*    * ******   **   **   ***** ***** *****  * ******  ISSUE IS...
                                    *
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DIRECTIONS: This week's CNN NEWSWEEK programs were full of issue-oriented stories. We have listed some of those issues below. Your

task is to describe the particulars of each, identifying persons and places and using any specific terms germane to that story.

ISSUE	WHAT ARE THE SPECIFICS?
peaceful transfer of power	
ethics in government	
abortion	
Ebonics	
ecology	
cultural divide	

January 24, 1997 (5)

NEWSROOM WORLDVIEW

TANZANIA VICTORIA: TANZANIA--ECOLOGY; TANZANIA--LAKES--LAKE VICTORIA

1. Why is Lake Victoria important to the people of Tanzania, Kenya and Uganda? What is threatening its ecology? Have students
   a. use a map of Africa to identify Lake Victoria, highlighting the full length of all the sources that contribute water to, and all the rivers that carry water away from, the lake.
   b. identify all the rivers they have highlighted; identify, label and list all the countries that are a part of the entire Lake Victoria water system.
   c. research individual countries to find out about their water needs and alternative sources.

d. convene a meeting of delegates from each of the countries that are dependent in any way on the Lake Victoria water system.

Discuss how the pollution of Lake Victoria or its tributaries might affect each member country. Work to develop a plan for protecting and sharing the waters of the Lake Victoria system. How successful were your efforts? What are the barriers to the development of such a policy? Demographers suggest that East Africa's population will double within 25 years. How will this affect its water situation? What do you think should be done to solve the Lake's problems and by whom? Explain.

INTERNET: http://www.oneworld.org/.../patp/pap_victoria.html

HIROSHIMA JAPAN SITE: JAPAN--MONUMENTS

2. How have the Japanese chosen to commemorate the site of the atomic bomb blast at Hiroshima? Why does the U.S. oppose World Heritage Site status for the memorial? Gather information about the events surrounding the atomic bomb dropped at Hiroshima, the results of that explosion and the positions of the U.S. and Japan concerning commemoration of that event. What is the criteria for the recognition of a place as a World Heritage Site? List places that have been selected previously and the reason for their selection.
   a. To what extent do you agree with the U.S. position against recognizing war sites for this status?
   b. If you were a member of the World Heritage Site committee, explain why you would support or oppose World Heritage Site status for Japan's memorial.
   c. Are there other sites that might be more apt? Explain.

INTERNET: http://www.cco.caltech.edu/~salmon/wh-japan.html#hiro

----------WORLDVIEW: TODAY'S NEWS TERMS----------

over-fishing Nile Perch oxygenation phosphates effluents
conservation World Heritage Site citadel sanctuary artisans

NEWS NEWSROOM

Monday, January 27, 1997

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******** ** ** NEWSROOM

Monday, January 27, 1997

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	As Belgrade's demonstrators get louder, the government stands firm.	3:30	4:30
HEADLINES	RIOTS IN ALBANIA; CHARGES OF CORRUPTION IN NETANYAHU ADMINISTRATION; NEW OLYMPIC PARK BOMBING LEADS	1:00	5:30
AROUND THE WORLD	Chechens go to the polls today to elect a president and a parliament.	1:00	6:30
FUTURE DESK	If one-hour photo developers are too slow for you, you might want to go digital.	:55	8:25
SPORTSPAGE	The Green Bay Packers are NFL champs!	:40	9:05
THE BLUES	(Part I) Blue jeans are an enduring part of American culture.	4:45	13:50
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:05	15:55
TOP OF THE WORLD	After many losses on both sides, the war in Chechnya is finally over.	2:40	18:35
INSIDE ASIA	One village near New Delhi has solved its water problems without government help.	2:55	21:30
INDONESIA TEMPLES	Indonesia is home to two temples, both rich in history and symbolism.	2:50	24:20
CLUB TROPICANA	Havana, Cuba's Tropicana Cabaret was once a real hot-spot for luminaries.	3:45	28:05
CNN NEWSROOM WORLDVIEW CLOSE		1:55	30:00

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ANCHOR DESK January 27, 1997 (2)

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TOP STORY: BELGRADE UNREST

1. Why are tensions escalating in Belgrade? How has President Milosevic reacted to international demands to accept local election losses? What factions that typically have supported his government are now threatening to defect? Why?
2. Write this quote on the board from Thomas Jefferson: "I hold it that a little rebellion now and then is a good thing, and as necessary in the political world as storms in the physical."
   a. Ask: What does this quote mean? Then ask volunteers to apply it to the situation in Belgrade. Whose side does it seem to support? Explain.
   b. Have student groups search for other quotes that support either the government's or the protesters' actions, and note their speakers.

   Have groups share their quotes. Challenge each student to select any one quote and write a short essay explaining how it applies to the current situation in Belgrade.

AROUND THE WORLD: CHECHNYA

3. Distribute the HANDOUT (pg 4) to student groups to review Chechnya's attempts to establish an independent state. Have them discuss, predict and explain whether or not Chechnya will be successful in light of its past dealings with Russia.

FUTURE DESK: DIGITAL CAMERAS

4. While viewing, note the difference in the way conventional and digital cameras function. After viewing, have students describe that difference and its significance.
5. Discuss how family pictures looked when taken by your students' parents, grandparents, great-grandparents. What improvements did each generation's photos make over those of the previous generation? What technology(s) contributed toward those improvements? Create a class timeline of the evolution of photography and include photos/pictures. What will the photo album of the future look like? Brainstorm the possibilities.
6. What other industries use digital technology? Divide the class into four work groups. Give each a copy of the HANDOUT (pg 3) to aid in investigating the development and use of digital technology in the industries listed. Have each group give a report on one of those industries. Discuss the impact of the technology on each industry and projections for future uses.

THE BLUES (PART I)

7. Why have jeans been an enduring part of the American wardrobe? How did Hollywood help promote jeans among young people? In what way have they been a "symbolic" part of U.S. culture?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

coalition Socialist denim Marlon Brando James Dean

January 27, 1997 (3)

STUDENT HANDOUT: DIGITAL INDUSTRY

DIRECTIONS: Digital technology has had an impact on each of the industries listed below. Work with your group to discover what changes digital technology produced, examples of resulting products and the industry's take on future trends.

TELEVISION INDUSTRY

CHANGES	PRODUCT EXAMPLES

FUTURE TRENDS: _____

_____

PHOTOGRAPHY INDUSTRY

CHANGES	PRODUCT EXAMPLES

FUTURE TRENDS: _____

_____

COMPUTER INDUSTRY

CHANGES	PRODUCT EXAMPLES

FUTURE TRENDS: _____

_____

RECORDING (MUSIC) INDUSTRY

CHANGES	PRODUCT EXAMPLES

FUTURE TRENDS: _____

_____

January 27, 1997 (4)

STUDENT HANDOUT: CHECHNYA VS. RUSSIA

DIRECTIONS: Review the chronology of events between Chechnya and Russia, from the time Chechnya declared itself an independent state to Russia's troop withdrawal in March 1996. Then use media resources to complete the timeline to the present day. Use your information to predict Chechnya's success in achieving its independence.

1991
Oct. 27 Dzhokar Dudayev elected President of Chechnya.
Nov. 1 Dudayev declares independent Chechen state.

1993
Apr. 2 Dudayev dissolves parliament, declares one-man rule.

1994
Jun. 13 Pro- and anti-Dudayev contingents fight in Grozny.
Nov. Russian helicopters attack pro-Dudayev positions near Grozny. Yeltsin threatens Chechens. Russia bombs Grozny.
Dec. 11 Russian tanks and 40,000 troops storm and bomb Chechnya.
Dec. 31 Chechens fight back, littering Grozny streets with Russian bodies and tanks.

1995
Jan. 11 Dudayev requests peace talks.
Jan. 19 Russians take over Presidential palace.
Jan. 25 Russian Security Council says offensive is over.
Jun. Pro-Dudayev forces attack a Russian city (Budyonnovsk)and take 2000 civilian hostages in a hospital. Russian troops storm hospital twice, unsuccessfully. Rebels free hostages and escape. Peace talks, cease-fire begin.
Jul. 30 Military agreement on troop withdrawals; rebel disarmament signed then stalled as clashes continue.
Dec. 17 Election of Moscow-backed Chechen government is fraudulent.

1996
Jan. 9 Rebels seize hospital in bordering republic of Dagestan, taking 100-plus hostages.
Jan 15-18 Russian troops and helicopter gunboats bombard Dagestani village for 4 days, killing dozens.
Mar. Russian troops intensify aerial, artillery attacks on Chechen villages before Yeltsin announces peace plan.
Mar. 31 Yeltsin announces end to combat in Chechnya, some troop withdrawal, negotiations with Dudayev and elections to Chechen parliament. Anti-terrorist campaign to continue.

RECENT
EVENTS:

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******** ** ** NEWSROOM WORLDVIEW

January 27, 1997 (5)

CHECHNYA WITHDRAWAL: RUSSIA--CHECHNYA--CIVIL WAR

1. How did the war in Chechnya end? What effect did it have on both sides? Gather data from sources published when the war began. Use it to make a list of the original causes of this conflict and each side's war goals. Using current resources, evaluate the extent to which the original causes have been eliminated and each side's goals have been achieved. To what extent is it possible to declare either side a winner in this

conflict? All things considered, what has this war cost the Russians and the Chechens? From what you know, is the conflict really over? Explain.
INTERNET: http://www.gl.umbc.edu/~hgurbal/Chechnya.html

INDIA SELF HELP: INDIA--WATER RESOURCES DEVELOPMENT
2. What problems was the Singhola village having in satisfying its water needs? How were they able to solve the problem without governmental assistance?
INTERNET: http://www.indolink.com/

INDONESIA TEMPLES: INDONESIA--TEMPLES
3. What is the significance of the Borodobur and Prambanan temples? How did such prominent Buddhist and Hindu temples come to exist in largely Muslim Indonesia? Compare the basic tenets of Islam, Buddhism and Hinduism. Highlight beliefs and ideals that all three religions have in common and indicate beliefs that might lead to conflict among them. From your analysis, to what extent do you think it possible for these three religions to coexist on an island such as Indonesia? Why do you think each political change has resulted in a change of the island's dominant religion? If you were an Indonesian Muslim, how would you feel about the great tourist interest in Borodobur and Prambanan? Explain.
INTERNET: http://coombs.anu.edu.au/WWWVLPages/Indon
Pages/Culture.html

CLUB TROPICANA: CUBA--HISTORICAL SITES-- TROPICANA
4. What image did the Tropicana have prior to Fidel Castro? How has that image changed over the last 30 years? Create a written or graphic display of the history of Havana. To what extent does the story of the Tropicana mirror Havana's history? How has Castro's revolution affected both the city of Havana and the Tropicana?
INTERNET: http://www.cubaweb.cu/

----------WORLDVIEW: TODAY'S NEWS TERMS----------
inaugurate rationing relief Nirvana spiritual enlightenment

Tuesday, January 28, 1997

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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The people of Chechnya go to the polls to elect a president and parliament.	4:00	5:00
HEADLINES	CLERGY LEADS BELGRADE PROTEST; BICKERING AT N. IRELAND PEACE TALKS	:45	5:45
INTERNAT'L DESK	For the first time ever, there is a Palestinian airline.	3:00	8:45
F.Y.I.	Prior to the invention of blue jeans, work pants were made of leather.	:30	9:15
THE BLUES	(Part II) Levi's jeans are among the oldest of brand-name products in American apparel.	4:10	13:25
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:30	15:55
TOP OF THE WORLD	Germany questions whether Scientology is a church or a business.	2:35	18:30
TAKING CARE OF BUSINESS	Street peddlers in Seoul turn traffic jams into business opportunities.	2:35	21:05
INSIDE ASIA	Some Tibetan landmarks in Western China are getting a much needed make-over.	6:10	27:15
FRANCE PUPPETEERS	A couple in central France is trying to preserve traditional puppet theater.	1:40	28:55
CNN NEWSROOM WORLDVIEW CLOSE		1:05	30:00

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http://www.clark.net/pub/schank/web/mideast.html
Teachers, be aware that some Mideast websites are political forums and should be screened for accuracy of information.)

THE BLUES: PART II

4. Are Levi's jeans a good value for the money? Are they still marketed as durable and timeless? Have small groups discuss and rank the following brands of blue jeans in value: Levi's, Wrangler, Calvin Klein, Tommy Hilfiger, Lee, Guess! and two other brands groups suggest. Have groups compare rankings and state their rationale. What might account for differences in the perception of value?
5. Baseball caps and knit polo shirts are two types of clothing which, like Levi's, arose out of necessity and became important elements of fashion. Do you feel they will endure as important clothing pieces as long as Levi's have? How would you account for Levi's current popularity?
6. In the U.S. and abroad, vintage shops frequently charge $30-40 for used Levi's and not nearly that amount for other used brands of jeans. What do you think of the value placed upon worn, used Levi's today? Why do you think people will pay that much for pre-owned Levi's but not for other brands?
7. Guide groups to use the HANDOUT (pg 4) in investigating print and TV images of jeans and their currently perceived value. Use the survey data to make recommendations to jeans manufacturers to increase their sales.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

separatist O.S.C.E. Palestine Levi Strauss rivets Mojave Desert

January 28, 1997 (3)

***** DESK: ECONOMIC PLAN FOR PALESTINE

DIRECTIONS: Today's INTERNATIONAL DESK focused on Palestinian Airlines, a mark of an emerging Palestine's economic identity. Beyond political considerations, there are economic issues Palestine will have to face if it is to survive as a nation. What kind of economy should the Palestinians build? Use current resources to help you create an economic plan for Palestine. Begin by researching and recording your answers to the questions below. Then combine your information into a "road map" for economic development that you think Palestine should follow.

What natural resources are currently available in the region?

What businesses and industries can be found there?

How might Palestine encourage capital from outside investors?

What new business opportunities might present themselves in an independent Palestine?

What goods and services would Palestine likely have to import?

Could Palestine benefit from a trading alliance with one of its neighbors or with another country? Explain.

January 28, 1997 (4)

STUDENT HANDOUT: JEANS ADVERTISING AND VALUE

Use current magazine ads, TV commercials and survey questions to complete the following ad analysis.

PRINT ADVERTISING

I. Find 3 different print ads depicting jeans (save these for the survey below) and analyze the following:

Brand / Theme of Ad / Why should you buy? /Parents wear? / You wear?

TELEVISION ADVERTISING

II. As a group, analyze one commercial for jeans on TV according to these guidelines:

A. Summarize the action of the ad.

B. List 3 adjectives describing the jeans that the ad promotes.

C. According to the commercial, why should you buy the jeans?

JEANS VALUE AND ADVERTISING SURVEY

III. Conduct the following survey of an age group designated by your teacher. Collect data in a chart of your own design and graph the results you find most interesting in a bar graph.

I/WE INTERVIEWED THIS AGE GROUP: _____

A. Which brand(s) of jeans in the printed ads do you own?

B. If the print ads are available to be shown, does this ad make you want to buy a pair of these jeans?

C. Name the brand of jeans you wear most often.

D. Give the main reason you wear this brand.

E. How much would you be willing to spend for a pair of your favorite brand of blue jeans?

F. Do you feel your favorite brand is a good value?

SURVEY BASED RECOMMENDATIONS FOR ADVERTISING
Based on the information gathered by your group, give 2-3 recommendations to the heads of advertising of both Levi's and one other jeans company to increase sales.

***** ** ** *
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* * * * * *
******** ** ** NEWSROOM WORLDVIEW

January 28, 1997 (5)

SCIENTOLOGY IN BERLIN: GERMANY--FREEDOM OF RELIGION
1. How have Germans reacted to the Scientology organization? Why do they feel Scientology is a business rather than a religion? Ask students to
   a. identify and define elements that are essential for a set of beliefs to be classified as a religion, rather than as a philosophy.
   b. use these elements to test and evaluate the world's major religions to see if they satisfy their definition of a religion.
   c. find information about Islam, Hinduism, Buddhism, Judaism and Christianity and compare them against students criteria. Ask:
      i. Do these commonly identified "religions" meet your criteria?
      ii. Does your research suggest that your criteria should be changed?

   Once students are satisfied that their criteria are sound, have them gather information about Scientology and compare it against their criteria. According to your analysis, is Scientology a valid religion? Considering this, what would you recommend as Germany's position regarding Scientology? If Scientology were only a philosophy of life, how should that change the respect it is accorded? Explain.

INTERNET: http://www.tiac.net/users/modernac/cos.html
http://www.snafu.de/~tilman/prolinks/

FRANCE PUPPETEERS: FRANCE--PUPPETS AND PUPPET PLAYS
2. What are the Pavalys doing to reviving the tradition of the French puppet theater? Why do they think it is still relevant to the modern world? In groups, have students
   a. investigate puppet traditions in world cultures, and
   b. display their findings, showing the variety of cultures that have used puppets and in what way(s).

   Ask: Are there certain uses which puppets serve that are not

easily done by other forms of performance art such as acting? Have students use what they have at hand to make a puppet or puppets to use in a puppet show they create. Ask: How did your audience react to your performance? How does the ease and expense of preparation for a puppet performance compare with that of a play, movie or opera? Compare puppetry's disadvantages with those of other performance arts.

INTERNET: http://www.city.net/countries/france/categories.html#info
http://fox.nstn.ca/~puppets/picks.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Dianetics graffiti totaliatarian indigenous dialect marionettes

Wednesday, January 29, 1997

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******  **   **   *                          Wednesday, January 29, 1997
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	U.S. Pres. Clinton proposes education aid.	3:00	4:00
HEADLINES	CHECHENS ELECT PRESIDENT; OPPOSITION SETS UP PARALLEL GOVERNMENT IN SERB TOWN	1:00	5:00
BRIEF	Microcredit could erase poverty for some.	:40	5:40
BUSINESS DESK	CNN NEWSROOM talks with two former AT&T employees about life after "downsizing."	3:00	8:40
COMMUNICATE	Read Jane Austen on the 'Net.	1:10	9:50
NOW YOU KNOW	Jeans sell big in Europe, former Soviets.	:30	10:20
THE BLUES	(PT. III) A person's jeans are...personal.	3:20	13:40
LOOK AHEAD	TOMORROW: Industrial Light and Magic!	:40	14:20
TOSS TO CNN NEWSROOM WORLDVIEW	----------	:45	00:00
TOP OF THE WORLD	For the first time in a decade, growth outpaces inflation in the Philippines.	2:40	00:00
TAKING CARE OF BUSINESS	American football is becoming a big business in Japan.	2:45	00:00
DID YOU KNOW CHILE ISLAND	A group of explorers prepares for an interesting adventure on Easter Island.	2:55	00:00
SHORT TAKE: MUMMIES	Well-preserved mummies over 2000 years old have been uncovered in China.	:50	00:00
INFO: MODEL	The fashion world has a new model.	3:35	00:00
CNN NEWSROOM WORLDVIEW CLOSE		:45	30:00

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ANCHOR DESK January 29, 1997 (2)

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* Learning can be an adventure! Take your class across the *
* country and the world with Turner Adventure Learning! *
* Call 1-800-639-7797 for details. *
****

TOP STORY: EDUCATION

1. What, according to the Clinton Administration, is the "national goal" in education? First, have students note the provisions that are a part of Pres. Clinton's proposed education budget. Then, lead a class discussion of each provision, who stands to benefit and the reactions to the President's proposals and the reasons given. Ask students: Would these proposed provisions further the national goal? Explain.
2. Draw a line down the center of the chalkboard. Label one side PRO, the other CON. Ask students to contribute arguable points for either position on increasing the amount of student financial aid. Then, divide the class into groups.
   a. Have each group research the costs of a college education and the terms governing repayment after graduation.
   b. Encourage students to interview recent college grads for their experiences and how they feel now about how they financed their education. What, if anything, would they do differently? Why?

   As a class share information. Have students debate the issue, first in their groups, then as a class. Afterward, poll students to find out where the class, as a whole, stands on the issue. Publish the results in the school paper.

THE BLUES: PART III

3. Poll students on how often they wear jeans and on what occasions. Match their responses with those of the people interviewed in the video report. Ask: What qualities/features make jeans so popular?
4. WHILE VIEWING: Listen carefully to the way owners describe their jeans. AFTER VIEWING: Lead a class discussion of the tone and attitude with which the jeans owners in the report described their jeans. Ask: Why do you think people demonstrate such personal attachment to their jeans? Ask students if they have similar attachments and, if so, why.
   a. Then invite students to write a short script, ode, story or commercial in which a pair of jeans has a story of its own to tell. The class artists might want to combine art work with the written word.
   b. Steer students to the Levi Strauss Internet address that follows: http://www.levi.com/faded/timeline/
   c. Have students share their work in class.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Pell Grant seed money tax credit tax deduction charter school
Aslan Maskhadov parallel government microcredit Levi Strauss

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*   * *   *    **   *   *   * * *        **    **       DOWNSIZING
***** ***** ***** ***** *     * ***** ***** ***** DESK:   AMERICA
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1. BEFORE VIEWING: Ask students: What do you think is meant by the term "downsizing"? What might happen in school if the school board decided to downsize? Explain.

2. AFTER VIEWING: Review the discussion of downsizing. Why did AT&T decide to downsize? How did that decision probably help the company? What problems did it possibly create? Explain. Have students consider such a decision for their school system:
   a. Who would they lay off?
   b. Who would be negatively affected? Who would be positively affected? Explain.
   c. How could the school help those it had laid off?
   d. Write a short story in which a school downsizes and the main characters must deal with the results.

3. The job of looking for a job has several pitfalls to avoid. Among them are loneliness, low morale, fear and many rejections. Ask students to list other possible pitfalls a job hunter might encounter. Discuss ways students believe they would combat these pitfalls. Help them work together to draw up a list of "do's and don'ts" for the job seeker.

HOMEWORK: Have students use their list of "do's and don'ts," as well as images and statements from the video report, to write a series of diary entries of a person hunting for work in his/her community. Diaries must show the person's job hunting plan, reactions to pitfalls and experiences in the community.

4. According to Frank Navran in his book, TRUTH AND TRUST: THE FIRST TWO VICTIMS OF DOWNSIZING, the mental stages through which a victim of downsizing must pass are similar to those who must cope with the loss of a loved one.
   a. Distribute copies of the HANDOUT (pg 4) and have students read about these stages.
   b. In small groups, have them discuss what they could do to help a person who has lost his/her job work through each of the stages.
   c. Reconvene the class and discuss the counseling methods they devised.
   d. Group students to draw up a set of guidelines they would recommend to a personnel department in a large company or a job-counseling company to help victims of downsizing.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

restructuring downsizing AT&T Resource Center corporate morale telecommunications utilities banking and finance corporate memory

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*****  **    **    *                          January 29, 1997 (4)
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********    **    ** BACKGROUND: DOWNSIZING: EMPLOYEE RESPONSE
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DIRECTIONS: For many, the response to the loss of a job because of downsizing is similar to the response to the death of a loved one. Most employees handle job loss in 5 stages: denial, anger, blame of others, guilt or self-blame and adaptation/accommodation. Read about the stages then work with your group to discuss ways you could help an employee quickly work his/her way through to the final stage.

DENIAL
Most employees move rapidly beyond this stage. However, as recently as 1992, a few employees of the former Bell System were still telling anyone within earshot that the 1984 breakup of their former organization had been a mistake and that the government would realize it soon and put the system back together.

ANGER
Most employees become mired in anger. They believe the move to be unfair or even corrupt. Their anger is usually so fierce and generally unfocused that it blinds them to the realities that the move was necessary for the company and possibly good for them.

BLAME OF OTHERS
The next sticking place is usually blame of others. At this point employees direct their anger at those they hold responsible for the events leading up to the decision to downsize. They expend their energies identifying who should be held accountable and dreaming up appropriate ways of dealing with these people inpower.

GUILT OR SELF-BLAME
The fourth stage, guilt, takes two distinct forms after downsizing: guilt about what the individual employee could have done to prevent the downsizing and guilt about fellow workers losing their jobs.

ADAPTATION/ACCOMMODATION
At this point the employee is now ready to move on. He or she must decide what to do next. Many large companies provide personnel services to help laid off employees find other jobs. This is not easy for smaller companies. A logical plan must be designed and followed for
1. deciding what to look for in the job market. (type of job, salary requirements, location, etc.)
2. looking for suitable jobs and
3. applying and interviewing.

Looking for work is a kind of "job" in itself; many job hunters have found it to be rigorous, sometimes lonely and time consuming.

SOURCE: http://www.navran.com/Newsletter/95-01/01-95c.html

***** ** ** * January 29, 1997 (5)
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******** ** ** NEWSROOM WORLDVIEW

PHILIPPINE ECONOMY: PHILIPPINES--ECONOMIC DEVELOPMENT; INVESTMENT
1. Have students identify the events that suggest the Philippine economy is entering a period of strong growth and expansion. Then, working in groups, have them create a montage of images about life in the Philippines from information that they gather

about how people live, work, shop and enjoy themselves. Tell groups to
a. include those persons who live away from the larger cities, especially on the more remote islands.
b. group the montage images according to lifestyle and relationship to the larger Philippine economy.
c. study these images and speculate about what it means to each group of people for the economy to improve.
Ask students: According to the video, which areas of the Philippine economy are expanding rapidly? How do you think the changes will affect each of your groups of people?
INTERNET: http://www.accent.net/xvlad/philppines.html

CORPORATE FOOTBALL: JAPAN--MANAGEMENT
2. Why is commitment essential for anyone wishing to play corporation football in the X-League? Compare the game of football in Japan with that in America. Is there some specific reason why corporations in Japan are so willing to support it?
INTERNET: http://shannon.icsd2.tj.chiba-u.ac.jp/mame/football/football.html

CHILE ISLAND ADVENTURE: EASTER ISLAND--HISTORY
3. What is Mr. Munoz and his group attempting to accomplish? What effort have they made to make their boat authentic? Refer students to Thor Heyerdahl's book, Kon-tiki. Have them
a. gather information about the Kon-Tiki expedition.
b. use the information to plot Heyerdahl's theoretical route on a map of the South Pacific between South America and the East Indies.
c. add highlights to indicate the paths of the dominant ocean and wind currents and study the results.
Ask: Is it possible that settlers might have migrated from South America to the Pacific Islands? Are there other, equally valid explanations? Explain. What might Munoz be looking for that Heyerdahl didn't already discover?
INTERNET: http://www.heureka.fi/en/x/nxjohansen.html
http://www.nrk.no/undervisning/heyerdahl/heyerdahl.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------
monopolies trade deficit sustainable growth time management

Thursday, January 30, 1997

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******  **   **   *                          Thursday, January 30, 1997
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The FBI cracks down on software piracy.	2:35	3:35
HEADLINES	-ALBANIAN GOV'T. TRIES TO CALM INVESTORS -PAKISTAN'S P.M. LOSES COURT DECISION	:45	4:20
COMMUNI-CATION	Airline safety records soon to be online; AOL to give customers refunds	1:00	5:20
SCIENCE DESK	A South African business creates gadgets that operate on "human" power.	2:40	8:00
OUR WORLD	Broadway offers a special night to attract a new generation of theater patrons.	1:50	9:50
POP QUIZ	Industrial Light and Magic is responsible for special effects in these four films...	:30	10:20
LIGHTS, CAMERA...	(Part I) ILM is known in Hollywood as "the place where magic is made."	4:25	14:45
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:25	17:10
TOP OF THE WORLD	The Vietnamese detention centers here are closing as reunion with China nears.	2:20	19:30
INDONESIA WATER	Drinking water is becoming a health menace in Indonesia.	2:55	22:25
POPE MEMOIRS	Pope John Paul II has released memoirs covering his 50 years of religious service.	2:50	25:15
INSIDE EUROPE	The countdown is underway in Britain to begin celebrating the new millennium.	3:30	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

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ANCHOR DESK January 30, 1997(2)

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* the world live, without leaving the classroom! *
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TOP STORY: CRACKDOWN ON CYBER-PIRACY

1. What does the term "piracy" mean when applied to computer software? What did the company executive in the video do that made him guilty of this crime? What was his penalty? Do you think this punishment is appropriate? Why/Why not?
2. Define "copyright," "trademark" and "patent." Have students work in groups to find out U.S. law protects inventors, manufacturers, designers, artists and others who produce goods and ideas from "piracy." Reconvene the groups and have them discuss their findings. Why is it important to protect products and creative works from copying?

EXTENSION: Generate a discussion of things that students themselves sometimes do that they may not realize are illegal, such as making copies of CD's or tapes. Use this opportunity to discuss plagiarism and its ethical considerations. Help students to focus on the reasons why these actions, although often not committed with malice, are unethical and illegal.

OUR WORLD: KIDS' THEATER NIGHT

3. According to the video, what is the main reason why most young people are not exposed to the theater? What are the promoters of "Kids' Night" doing to counter this objection? How might this promotion benefit the theater industry in the long run?
4. Unfortunately, young people often are unable to experience other events in the arts, education and sports because of the cost involved. Ask: If you could sponsor one such event for an evening for a group of students, what would you offer them and why? Have each student write a paper detailing the kind of experience he or she would make available, who would be eligible for this event, and the rationale for it.

LIGHTS, CAMERA, MAGIC! (PART I)

5. Who is the founder of Industrial Light and Magic? What kind of work does this company do? Name movies with special effects created by ILM.
6. Generate a class discussion about special effects in the film industry and their contribution to the overall success (or failure) of a film. Then challenge each student to watch a movie that uses special effects and write a review of the film. Did the effects enhance the plot? Were they realistic? Acting as a movie critic, have each student present his/her review.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

piracy bulletin boards hackers Broadway George Lucas ILM

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   ** *       *   *     *   * * *     *
***** ***** ***** ***** *     * ***** ***** DESK: WIND-UPS
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1. BEFORE VIEWING: ask students to recall some wind-up toys with which they have played in the past. What did these toys do? How well did they do it? What supplied the energy necessary for the toy to perform? Were such toys fun to play with? Were they reliable? Explain.

2. AFTER VIEWING: Have students describe the new radio and flashlight designed by Bay-Gen Company. How are these items similar to the wind-up toys described above? H are they different?

3. Ask students how wind-up devices work. What parts do they all have in common? What is the function of each part? Have students a) make a diagram of the inner workings of a wind-up device, b) label each part and c) use the diagrams to explain how wind-ups work. What other devices could be powered by wind-up technology?

4. Ask: What does it mean to be cut off from the world? In what situations might this happen? How are you prepared for such a situation? Would wind-up devices help you survive? How? Write a short story that tells the adventures of a person, or group of people, who are cut off from civilization. Let characters have access to wind-up technology. Make the stories scary, humorous, biographical, historical, etc. Whatever the plot, make sure that wind-up technology is important to the story. Have students read their stories to other classes for entertainment.

5. Ask students: What kind of radios and/or flashlights do you have at home? Why were these particular devices purchased? Did advertising influence the decision to buy? Explain. Then, have students write down the unique characteristics of Bay-Gen's wind-up radios and flashlights. For what market were these items developed? Divide students into groups and tell each group they are an advertising team who has been hired to market Bay-Gen's new products. Distribute copies of HANDOUT (pg 4) to each group. Instruct them to follow the directions on the LINK to help them create an innovative and creative marketing scheme for the wind-up. When all groups are finished allow them to share their creations with the class.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------
free-play radio gear train Bay-Gen spool spring

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*****  **    **    *                    January 30, 1997 (4)
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********    **    ** STUDENT HANDOUT: MARKETING WIND-UPS
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DIRECTIONS: Bay-Gen scientists have re-invented the wind-up. This time an efficient spring allows radios and flashlight to work off human power. Its possible uses are many; however the number of wind-ups sold depends on how well it is marketed. It is your job to develop a marketing campaign. Follow the steps below to get started. Be creative!

Target audience of this marketing campaign:

_____

Type and Name of Wind-up _____

How long does the device work per winding? _____

_____

How does the device work? _____

_____

How much does it cost? _____

_____

How reliable is it? _____

_____

Special Features: _____

_____

_____

Sketch of Wind-up

January 30, 1997 (5)

** NEWSROOM WORLDVIEW

HONG KONG VIETNAM CAMP: HONG KONG--POLITICS

1. Why must the British relocate the Vietnamese boat people before Hong Kong reverts to China? How did the Vietnamese come to be in Hong Kong? Review the plight of Vietnam's boat people over the last 20 years. Use your data to make an illustration showing why they left Vietnam and where they have gone. To

what extent have they generally been able to improve their situations? Were those in Hong Kong among the lucky or the unlucky? Why might China not want these people in particular?
INTERNET: http://www.cen.uiuc.edu/~w-woo/hongkong.html
http://www.fva.org/0695/boat.html

INDONESIA WATER: INDONESIA--URBANIZATION--SOCIAL CONDITIONS
2. What water problems are the people of Jakarta having? Why is this situation attributed to urbanization? Study the problems of urbanization for yourself. Using a map of southeast Asia, pick any 10 large cities and make a table showing their populations at intervals over the last 40 years. Calculate the percentage change for each of the intervals and study the results. What patterns do you find? Conduct a similar study for cities in Europe. What differences do you see? What problems are likely to result from such population changes in less developed countries? Why might the Asian cities have more difficulty dealing with the changes required by such growth?
INTERNET: http://www.igc.apc.org/wri/press/wr96-nr.html
http://www.colby.edu/personal/thtieten/wat-ind.html

BRITAIN MILLENNIUM: BRITAIN -- LONDON; MILLENNIUM PLANNING;
3. Why are the British concerned about the coming Millennium? What is the real significance of this event? Use data to create a poster or a "front page" showing a) how people lived the last time this event happened, in 1000 AD, b) how we live today and c) your speculations about how people may live 1000 years from now. What big changes occurred during the past millennium? Do you anticipate such major changes in the next millennium? Write an essay suggesting the goals that humankind should set for the next millennium. Share your ideas with your class and discuss how we should prepare for the coming of the new millennium. To what extent do you think this change in the calendar might usher in a real change for humankind? Explain.
INTERNET: http://www.vagabondtravel.com/millenum.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------
boat people vendors minimum wage contaminated urbanization infrastructure ordination clandestine golden jubilee millennium

NMIS NEWS NEWSROOM HELP

Friday, January 31, 1997

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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	U.S. State Department issues its annual report on the status of worldwide human rights.	3:35	4:35
HEADLINES	U.S. SENATE JUDICIARY COMMITTEE APPROVES BALANCED BUDGET CONSTITUTIONAL AMENDMENT	:30	5:05
EDITOR'S DESK	Serb standoff continues in Belgrade; Chechnya candidate rejects vote outcome; Pres. Clinton introduces education plan; and, FBI cracks down on software pirates.	5:00	10:05
NOW YOU KNOW	Darth Vader, CNN have something in common.	:30	10:35
LIGHTS, CAMERA	(PART II) STAR WARS returns to the large screen with enhanced special effects from Industrial Light and Magic.	4:25	15:00
TOSS TO CNN NEWSROOM WORLDVIEW	----------	:40	15:40
TOP OF THE WORLD	A Florida group is working to help protect and nurture democracy in Haiti.	2:30	18:10
INFO PLEASE: POLLUTION	Authorities in New Delhi enforce long-neglected anti-pollution laws.	2:55	21:05
INSIDE ASIA: BASKETBALL	A new basketball league in China recruits players from the USA.	2:10	23:15
BATIK ART DESERT ART	While art in Indonesia may be wearable, in Egypt it can cause a political crisis.	5:05	28:20
CNN NEWSROOM WORLDVIEW CLOSE		:40	30:00

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ANCHOR DESK January 31, 1997 (2)

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TOP STORY: HUMAN RIGHTS

1. Write a definition of "human rights" on the board. Ask: Which countries received "poor grades" from the U.S. State Department for their human rights records? Why was China accused of "monumental repression"? What quandary does China's record pose for U.S.-China relations?
2. Lead a class discussion of the policies and practices which have placed the other nations mentioned on the State Department's list. Have each student choose one country and reshape U.S. foreign policy toward that nation.

EDITOR'S DESK: NEWSQUIZ (pg 4)

3. Distribute the NEWSQUIZ. Have students work independently to complete the headlines based on their knowledge of the events and features covered on this week's CNN NEWSROOM. ANSWERS: 1-Belgrade (NOTE: Albania is also acceptable); 2-education; 3-blue jeans; 4-piracy; 5-FAA; 6-Chechnya; 7-digital cameras; 8-China; 9-STAR WARS. Check answers then group students and have each group select one headline and write its accompanying story, complete with a map, diagram or illustration.

LIGHTS, CAMERA, MAGIC! (PART II)

4. What changes in the motion picture industry have allowed director George Lucas to augment his film STAR WARS? In what other ways has new and/or improved technology led to similar changes in the industry? Discuss the pros and cons raised when old black and white movies were colorized for TV.
5. Have students think of changes and additions that could be made to other motion pictures due to improved technology. In what way(s) could such changes have a positive impact on the movie? Negative impact? Explain. Challenge students to consider the technological changes they would make to one such movie and share these in class.

MEDIA LITERACY (pg 3)

6. This week's MEDIA LITERACY page takes a look at the highest rated ads during last Sunday's Super Bowl, according to USA TODAY. Distribute the HANDOUT (pg 3) to groups of students. As a class, read the directions and review the information given on the USA TODAY survey. Have students discuss the reasons behind the success of these particular ads. Then help them conduct their own ad survey as they collect and interpret their data and draw conclusions about successful ads.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

human rights	Madeleine Albright	Church of Scientology
anachronism	product-related sales	Industrial Light and Magic

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*     *   * *   * * MEDIA LITERACY:
********    **    ** STUDENT HANDOUT:  RATING THE ADS
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DIRECTIONS: Part I -- Read the information below about the annual USA TODAY Ad Meter poll of Super Bowl viewers. Then review the list of Ten Most Popular Ads from this year's Super Bowl. If you are familiar with any of these commercials, discuss what it is about each that probably appealed to viewers and whether the ads would have been equally well received had they run during other programs and times.

HOW THE AD METER WORKS: USA TODAY gathered 139 adults in two cities, chosen by a polling organization, and charted their reactions to prime time commercials that aired during the 1997 Super Bowl game. Each person used a hand-held meter to register how much he/she liked or disliked each ad. A computer averaged the scores continuously. Each score listed in the chart below is the highest average calculated for that ad.

THE TEN MOST POPULAR ADS

Company	Ad description	Score (out of 10)
Pepsi	Bears dance to a remake of "YMCA"	8.22
Pepsi	Supermodels love baby	8.17
Nissan	Pigeons fly over Nissan	8.07
Pepsi	STAR WARS with Darth Vader	8.02
Budweiser	Bud saves city from power outage	7.87
Pepsi	Cows steal Pepsi	7.66
Tylenol	Father and son play football	7.51
Pepsi	Pepsi "club" beats thieves	7.39
Budweiser	Caveman	7.37
Budweiser	Caveman, the sequel	7.33

Part II -- Conduct a simple ad survey among your own age group.

a. Select a random pool of TV viewers.
b. Direct viewers to watch a specific program/TV channel on a specific time and day.
c. Have each viewer note briefly the commercials he/she sees, then rate each on a 1-10 scale: 1 = STRONGLY DISLIKED, 10 = STRONGLY APPEALED TO ME.
d. Collate data from all the subjects; average the scores for each commercial; and, discuss the results.
e. Compare results to the results from the USA TODAY study above.

In your opinion, what are the features of a highly successful TV ad?

----------CNN NEWSROOM: RELIABLE RESOURCES----------

"Ad Meter IX: High scoring commercials had animal magnetism," by David Hathcox, et al, USA TODAY, January 27, 1997, p. 3B.

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**   * ****** **       ** ***** ***** *   *  * ******  01/31/97 (4)
* *  * *      *         * *     *   * *   *  * *     *
*  * * ****   *    *    * ***** *   * *   *  * *    *
*   ** *       *  * * *  *      * * * * *   *  * *   *
*    * ******   **   **   ***** ***** ***** * ****** GOT A CLUE?
                                      *
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DIRECTIONS: The headlines that follow describe news events and featur-s that you have seen this week on CNN NEWSROOM. The problem

is, the headlines are incomplete. Fill in the blank with the apprcpriate word or words to make the headline accurate.

1. ANTI-GOVERNMENT PROTESTS IN _____ TURN VIOLENT

2. PRES. CLINTON UNVEILS NEW _____ SPENDING PROPOSALS AT NEWS CONFERENCE

3. _____ _____ REMAIN AMERICA'S FAVORITE WEAR

4. FBI CRACKS DOWN ON SOFTWARE _____

5. _____ TO PUBLISH AIRLINE SAFETY RECORDS ONLINE

6. VOTERS IN _____ CHOOSE A PRESIDENT AND PARLIAMENT

7. _____ _____ MEAN FASTER PHOTOS

8. HUMAN RIGHTS REPORT ACCUSES _____ OF "MONUMENTAL REPRESSION"

9. LUCAS' MASTERPIECE _____ _____ RETURNS TO MOVIE THEATERS

After you have checked your answers, choose one headline above and write its accompanying story, complete with map, diagram or illustration.

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** NEWSROOM WORLDVIEW

HAITI COOPERATION: U.S.--HAITI--FOREIGN RELATIONS

1. Discuss Florida's interest in helping Haiti improve its living standard. What has been accomplished so far? Use resources to create a list of problems Haitians have typically. Examining your list, try to identify a legitimate way that assistance might be given inexpensively. Share your ideas and evaluate the potential effectiveness of the Florida program. Consider other, similar situations and speculate about how this model of developmental assistance might be used in other situations. Could such assistance be more effective than programs costing millions of dollars? Explain.

INTERNET: http://www.city.net/countries/haiti/categories.html#info

INDIA POLLUTION: INDIA--AIR POLLUTION--LAW
2. Why has India's Supreme Court decided to enforced the air pollution laws in New Delhi? What problems has this caused? Note common problems that result from both urban air pollution and unemployment. What decision would you have made concerning the air pollution in New Delhi and how would you have justified it? Would you have made a different decision if the situation had been in a developed country? Why/Why not?
INTERNET: http://pubweb.ucdavis.edu/Documents/GWS/EnvIssues/epa/EPA.html

CHINA BASKETBALL: CHINA--ECONOMIC DEVELOPMENT--ENTREPRENEURS
3. What steps are Chinese entrepreneurs taking to promote professional basketball in China? What is their goal?
INTERNET: http://agora.rdrop.com/users/ciba/

BATIK ART DESERT ART: INDONESIA--ART--BATIK; EGYPT--ART
4. What is the significance of batik cloth to Indonesians? Find a quotation or definition that summarizes the essence of art. Use it as the centerpiece of a poster that you will develop about art around the world. Investigate how art is expressed in several different cultures. Use that information to illustrate the outside part of the poster with examples and descriptions of how different cultures express themselves artistically. Compare your poster with others and use what you see to develop your own definition of art. In your opinion, why is art important to every culture? Why do you think the batik and desert art stories were placed together in this video?
INTERNET: http://pages.prodigy.com/IL/mi/mi_the_art_of_batik.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------
proximity stability tariffs viable bankrupt compensation recruiting cross-cultural experience labor-intensive batik